



Boston College Bulletin 1979–80

University General Catalog 1979–80 March, 1979

Boston College Bulletin

University General Catalog 1979-80



Boston College, Chestnut Hill, Massachusetts 02167

Boston College Bulletin

Volume XLIX, Number 4, March 1979

The Boston College Bulletin contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The Boston College Bulletin is published four times a year in September, October, February and March.

Boston College is committed to providing equal opportunity in education and in employment regardless of race,

sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

The Registrar's Office wishes to thank the Office of Public Relations for permission to use their pictures throughout this publication.

USPS-389-750

Entered as second class matter at Boston, Massachusetts 02109.

Postmaster: send PS Form 3579 to Boston College Registrar's Office, Lyons 101, Chestnut Hill, MA 02167.

Table of Contents

BOSTON COLLEGE

The University	5
Accreditation	5
The Libraries	5
Campus Location	5
Equal Opportunity in Education	6
Confidentiality of Student Records	6
Tuition and Fees	6
Withdrawals and Refunds	7
Financial Aid	7
Student Services	9

UNDERGRADUATE EDUCATION

Admissions Information	13
Academic Regulations	14
Special Programs (Non-Degree)	15
Programs for Women	16

College of Arts and Sciences

Academic Regulations	16
Special Academic Programs	19
Senior Awards and Honors	20
Areas of Major Study	20
Art History or Studio Art	20
Biology	21
Chemistry	21
Classical Studies	21
Economics	22
English	22
Geology or Geophysics	22
Germanic Studies	23
History	23
Independent Major	24
Linguistics	24
Mathematics	24
Philosophy	24
Physics	24
Political Science	25
Psychology	25
Romance Languages and Literatures	25
Russian	26
Slavic Studies	26
Sociology	26
Speech Communication and Theatre	26
Theology	27
Special Programs	27

School of Education

Academic Regulations	29
Senior Awards and Honors	32
Majors in Education	
Elementary Education	32
Special Education, Moderate	
Special Needs	32
Specializations With Elementary Major	33
Special Education — Noncertification	35
Human Development	35
Secondary Education	35
Minor in Secondary Education for	
Students in Arts and Sciences	36

School of Management

Objectives of the School of Management	36
Requirements for the Degree	37
Academic Regulations	37
Special Programs	38
Senior Awards and Honors	38
Fields of Concentration	
Accounting	39
Computer Sciences	39
Economics	40
Finance	40
General Management	40
Marketing	41
Operations Management	42
Organization Studies	42

School of Nursing

Philosophy and Objectives	43
Requirements for the Degree	44
Curriculum Plan	44
Registered Nurse Candidates	44
Academic Regulations	45
Special Academic Programs	46
General Information	46

Evening College of Arts and Sciences and Business Administration

Day Courses	48
Programs of Study	49

GRADUATE EDUCATION

Graduate School of Arts and Sciences

Master's Programs	51
Doctor's Programs	52
Admission	53
Academic Regulations	55
Graduation	56
Financial Aid	56
Graduate Programs	
Biology	57
Chemistry	57
Classical Studies	57
Economics	58
Education	58
English	70
Geology and Geophysics	73
History	74
Mathematics	76
Mathematics Institute	77
Nursing	77
Philosophy	78
Physics	79
Political Science	80
Psychology	80
Romance Languages and Literatures	81
Slavic and Eastern Languages	85
Sociology	85
Theology	85
Institute of Religious	
Education and Pastoral Ministry	86
Center for East Europe, Russia & Asia ...	87

School of Management

The M.B.A. Program	88
Common Body of Knowledge	89
Some Features of the Program	91
Admission to the M.B.A. Program	93
General Information	93

Graduate School of Social Work	95
--------------------------------------	----

Law School	97
------------------	----

Summer Session	98
----------------------	----

Weston Observatory	98
--------------------------	----

ADMINISTRATION AND FACULTY	101
----------------------------------	-----

DESCRIPTION OF COURSES

American Studies	117
Biology	117
Black Studies	120
Chemistry	120
Classical Studies	123
Economics	124
Education	128
English	146
Fine Arts	152
Geology and Geophysics	156
Germanic Studies	159
History	161
Management: Accounting	167
Management: Organization Studies	168
Management: Computer Sciences	170
Management: Administrative Sciences	172
Management: Finance	175
Management: Honors Program	177
Management: Information Systems	178
Management: Law	178
Management: Marketing	179
Management: International	
Management	181
Mathematics	181
Mathematics Institute	184
Music	184
Nursing	185
Philosophy	188
Physics	197
Political Science	201
Psychology	207
Romance Languages and Literatures	211
Slavic and Eastern Languages	216
Sociology	218
Speech Communication and Theatre	221
Theology	226
Campus Map	236
Directory and Office Locations	237
Academic Calendar 1979-80	238

Boston College



The University

Having been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States.

During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of Theological Schools, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the International Association of Universities, the International Association of Catholic Universities, the National Catholic Education Association, the National League for Nursing, the New England Association of Schools and Colleges, the National Council for Accreditation of Teacher Education, Phi Beta Kappa, and other similar organizations.

The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the university. The book collections are approaching a total of one million volumes, and approximately 5,000 periodical titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing Boston College faculty and graduate students access to the millions of volumes and other services of the member institutions.

Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the data bank of the Ohio College Library Center (OCLC), which contains over three million records from the Library of Congress and the more than 1000 contributing institutions.

A recent and growing development has been the provision of customized computer searching of a wide range of data bases in the humanities and social sciences, science, and business.

Information on use of the libraries is contained in the *Guide to Boston College Libraries* and other leaflets and pamphlets available in the libraries.

Bapst Library, the main library for the university, contains the research collection in the humanities, social sciences, and education. There are approximately 500,000 volumes, 4,000 active serials, a large collection of government documents, and an excellent collection of reference and bibliographic works. Outstanding special collections include the Francis Thompson Collection, the Irish Collection, Jesuitana, the Nicholas M. Williams Memorial Ethnological Collection, and the Morrissey Memorial Collection of Japanese prints.

The School of Nursing Library, one of the outstanding nursing libraries in the country, contains a collection of approximately 30,000 volumes, 600 periodical titles, pamphlets, doctoral dissertations, microforms, and audiovisual materials. MEDLINE, the computer-based literature retrieval service for health sciences is available.

The Science Library serving the departments of biology, chemistry, geology and geophysics, mathematics, and physics, has holdings of more than 56,000 volumes with large holdings in periodicals and scientific indexes. A specialized collection of nearly 10,000 volumes and 60 periodicals on Earth Sciences is located in the Geophysics Library at Weston Observatory.

The School of Social Work Library contains a collection of approximately 20,000 volumes and over 280 periodical titles, pamphlets and student theses. Materials cover the areas of professional social work, case work, social planning, child and family welfare, and community organization and research. Government and voluntary agency publications comprise much of the pamphlet collection.

The School of Management Library has special subject strengths in banking, economics, investment, marketing, and management. The over 62,000 volumes include trade directories, investment manuals and services, government publications, and 900 business periodicals. There is also a large collection of corporate annual reports and census files.

The Law School Library, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 120,000 volumes. The collection is basically Anglo-American in character but has substantial and growing collections of international, comparative and foreign law materials.

The Resource Center, presently sharing the library facility at the Newton Campus with the Law School Library, has holdings of approximately 30,000 volumes, strong in the fine arts, with an extensive record collection.

The Campus

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes modular and apartment

residences as well as recreational and parking facilities.

The Newton campus is a 40-acre tract located one and one-half miles from the Chestnut Hill campus. It also contains classrooms, dormitories, athletic areas and student service facilities.

Equal Opportunity in Education

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin, or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences. This policy of equal opportunity and non-discrimination in education underlies all of the graduate and undergraduate programs and services of the University, including admissions, financial aid, housing, access to all course offerings, extracurricular programs and activities, athletics, counseling and testing, health services and all other student services. The University's Office of Affirmative Action coordinates the implementation of this policy and is available as a resource to all students as well as faculty and staff.

Confidentiality of Student Records

Specific items of information dealing with individual students are continually recorded and held on file as part of the normal functioning of the University. Such information is necessary in support of educational programs, and serves the interests of those who participate in such programs—students, faculty and staff. Certain records, such as employment, financial and accounting, are maintained by the University to comply with existing State and Federal regulations. The University recognizes that the use of any information maintained in the record of a current or former student must consider and respect the privacy rights of that student. In addition, the Family Educational Rights and Privacy Act of 1974 (The "Buckley Amendment") requires that students be informed of the educational records maintained by the University, that the University make every effort to assure that its records are accurate, and that students have an opportunity to have inaccurate, misleading, or otherwise inappropriate data corrected or deleted from their records.

Students may withhold the release of all personal information by completing a form in the Registrar's Office at the beginning of each semester. Completion of this form assures that this information will not be released to anyone under any circumstances.

Boston College policy with respect to access to official records of the University complies fully with the Family Educational Rights and Privacy Act of 1974. Students or others seeking more definitive information regarding their specific rights and the responsibilities of the University will find copies of the Family Educational Rights and Privacy Act of 1974, and the Rules and Regulations for compliance with the act, on file in the University Library or in the Office of University Policies and Procedures in More Hall.

Undergraduate Tuition and Fees

First semester tuition and fees are due by August 15, 1979.

Tuition first semester \$1,990.00

Second semester tuition and fees are due by December 17, 1979.

Tuition second semester—\$1,990.00

There is a \$100.00 Treasurer's Office processing fee for payments received for first semester after September 28, 1979 and for second semester after February 8, 1980. There will be no late Registration or Confirmation of Registration accepted after September 28, 1979 for first semester and February 8, 1980 for second semester.

Payment should be made by check or postal money order and mailed to the Controller's Office. Scholarship holders are not exempt from payment of registration, acceptance deposits, insurance and fees at the time prescribed.

Undergraduate General Fees

Application Fee (not refundable)	\$ 25.00
Acceptance Deposit. Applicable to the last semester tuition. If a student does not enter in the year for which the fee is paid or does not formally withdraw before July 1 for first semester, or December 1 for second semester, the fee is forfeited. This deposit is not refundable to any student who has not completed at least one semester	100.00
Health Fee	80.00
Identification Card	3.00
Late Confirmation of Registration	25.00
Late Registration	10.00
Recreation Fee—payable annually	35.00
Registration for new students (not refundable)	10.00
Tuition—payable semi-annually	3980.00

Undergraduate Special Fees

Absentee Examination	\$ 10.00
Certificates, Transcripts	1.00
Extra Course—per semester hour credit	130.00
Field Placement Fee	5.00
Graduation Fee	10.00
Laboratory Fee—per semester	5.00–55.00
Nursing Malpractice Fee	10.00
Special Students—per semester hour credit	130.00
Undergraduate Government Fee	24.00

Resident Student Expenses

Board per semester	512.50
Room Fee (includes Mail Service) per semester varies from \$525.00–650.00 depending on room (see Residence Accommodations)	varies
Room Guarantee Deposit	100.00
Health Fee	80.00

Graduate Tuition and Fees

All tuition and fees are due in full at the time of registration in the Graduate School of Arts and Sciences and in the School of Management. The tuition in the Graduate School of Social Work and in the Law School is due semi-annually by August 15, 1979 and by December 17, 1979. There is a \$100.00 Treasurer's Office processing fee for payments received for first semester after September 28, 1979 and for second semester after February 8, 1980.

No late Registration accepted after September 28, 1979 for first semester and February 8, 1980 for second semester.

Graduate School of Arts and Sciences**

Tuition per semester hour	\$ 130.00
Auditor's tuition per semester hour	65.00

Tuition per semester hour.....	130.00
--------------------------------	--------

Tuition.....	3980.00
--------------	---------

Tuition.....	4200.00
Tuition per semester hour.....	140.00

****Students cross-registering in graduate programs pay tuition rates of the school in which they are registered.**

Acceptance Deposit	
Grad SOM—part time	50.00
full time	100.00
Law School	150.00
Social Work—part time	50.00
full time	200.00
Activity fee—per semester—	
Full-time (7 Credits or more per semester)	5.00
Part-time (less than 7 credits per semester) ..	2.50
Application fee (non refundable)	
Grad A&S.	20.00
Grad SOM	25.00
Social Work	20.00
Law School	30.00
Binding fee for Master's thesis (per copy)	4.50
Certificates, Transcripts	1.00
Doctoral Comprehensive Fee—per semester ...	5.00
Continuation fee for Cand. Ph.D. or D.Ed.—per semester	130.00
Continuation fee for Master's Thesis Direction—per semester	130.00
Copyright fee (optional)	20.00
Graduation fee—Master's degree or certificate	20.00
Doctor's degree	25.00
Laboratory fee—per semester	5.00–55.00
Late Confirmation of Registration	25.00
Late Registration	20.00
Microfilm and binding fee for doctoral thesis ..	35.00
Nursing Preceptor fee	
Second Term (Nu756, 758)	300.00
Third Term (Nu759, 761)	500.00
Registration fee per semester (not refundable)	5.00
Student Identification Card	3.00

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

Fees are not refundable.

Undergraduate and graduate tuition is cancelled subject to the following conditions:

- 1) Notice of withdrawal must be made in writing to:
University Registrar
Boston College
Lyons 101
Chestnut Hill, Massachusetts 02167
- 2) The date of receipt of written notice of withdrawal by

the University Registrar determines the amount of tuition cancelled:

First Semester	Second Semester
by Sept. 14, 1979	Jan. 25, 1980 80% of tuition charged is cancelled
by Sept. 21, 1979	Feb. 1, 1980 60% of tuition charged is cancelled
by Sept. 28, 1979	Feb. 8, 1980 40% of tuition charged is cancelled
by Oct. 5, 1979	Feb. 15, 1980 20% of tuition charged is cancelled

No cancellations are made after the 5th week of classes.

If a student does not wish to leave any resulting credit balance in his or her account for subsequent use, he or she should request the Controller's Office in writing to issue a rebate.

Boston College administers a variety of assistance programs to help students finance their education when their own and their families' resources are inadequate for this purpose. It is a fundamental principle of financial aid, however, that the student's first resource must be his or her own earning capacity, followed by the income and assets of his or her immediate family.

To enable the college to make a proper judgment as to the amount and kind of assistance for which a student is eligible, a copy of the tax return and a Financial Aid Form (FAF) must be filed along with the Boston College Financial Aid Application. Financial Aid Forms (FAF), tax returns, and B.C. financial aid applications must be filed each year whether or not the student has filed previously.

The College's estimate of a student's need is based on an analysis of information supplied on the Financial Aid Form and tax return. Frequently, various forms of assistance must be combined to meet the student's need. In the event that an applicant receives other assistance after aid has been awarded, the college may be required to adjust the total amount of aid accordingly. All financial aid resources are limited, and it is our intent to use these resources in such a way that the greatest number will benefit. Students are expected to report outside awards which they obtain.

Students are required to save \$600-\$800 from summer earnings each year. We also expect all undergraduates who are Massachusetts residents to file for a Massachusetts State Scholarship. Students from other states which have a State Scholarship Program are also expected to apply. Undergraduate students applying for aid of any kind are required to apply for a Basic Opportunity Grant before their application for other types of federal aid will be considered. Graduate students are expected to apply for a Guaranteed Loan through their bank as the first element in their financial aid package.

Most financial aid available at Boston College (whether institutional, federal or state) is awarded primarily on the basis of financial need, possibly combined with academic performance or potential or some other skill. Need is determined by using the forms indicated above and is re-examined annually. Students with the greatest need are generally given preference for most financial aid programs and thus tend to receive larger financial aid packages.

All financial aid recipients must be in academic good standing and must be maintaining satisfactory progress in their course of study. Satisfactory academic progress and academic good standing is defined by the dean of each school at B.C. Students should check with their respective deans for this definition. If a student is not maintaining satisfactory academic progress and is not in academic good standing, the student should consult with his or her dean to determine what steps must be taken to reestablish his or

her status and, thus, eligibility to receive financial aid.

Specific information on the various programs, the conditions and procedures governing financial aid awards, and the various financial aid deadline dates, can be found in the chapter entitled "Policies and Procedures" of the Boston College Student Guide, or in the Boston College Financial Aid Application, the Boston College Financial Aid Award Letter, the Financial Aid Brochure, and the Financial Aid Dates and Deadlines Letter. Students are expected to be familiar with the contents of these sources as well as the other materials or documents which may be distributed by the Boston College Financial Aid Office.

Every student who receives funds through one or more of the five federal student aid programs must complete the affidavit on the B.C. application form stating that all funds received through these programs will be used solely for educationally related purposes, and attesting to or confirming his/her understanding of various other conditions.

The following types of aid are available individually or in combination:

Boston College Scholarships/Grants (Undergraduates Only)

These are based on need combined with academic performance or potential or some other skill and are designated for incoming freshmen with renewal contingent upon maintenance of the conditions under which the award was originally granted. Scholarships or grants which are lost or forfeited by the original recipients can be awarded to other upperclassmen.

Scholarships and grants may be increased from available funds if university costs increase. Such funds are used to aid new recipients as well as to increase existing awards to students whose need has risen.

Graduate Assistantships/ Scholarships/Fellowships

There is a limited amount of graduate assistance available to qualified students. Graduate Assistants are assigned to academic departments for teaching, research, or administrative duties. Each spring, all applications of incoming full-time students are reviewed along with the records of returning students to evaluate the qualifications for these assistantships. Application should be made directly to the appropriate dean or department head and not to the Financial Aid Office. The Financial Aid Office does not control institutional aid for graduate and professional students.

Basic Educational Opportunity Grants (Undergraduates Only)

This is a federal program which can be applied for using either the Financial Aid Form or a separate application available in the Financial Aid Office. There is no application fee for this program. If fully funded, it will provide to all eligible students a grant of up to \$1800 based on an eligibility index. The eligibility index is computed on the basis of parental and student income and assets, as well as family size and number in college. All undergraduate students are required to apply if they are at least half time and if they are applicants for other aid. Due to the recent passage of the Middle Income Student Assistance Act, there will be a significant increase in the number of students eligible for a BOG in 1979-80.

Supplemental Educational Opportunity Grants (Undergraduates Only)

These are grants made available from federal funds to at least half-time students who have exceptional financial need. Grants range from \$200 to \$1500 per year and may be renewable upon reapplication as long as need continues. The four year maximum is \$4,000. The award must be matched by certain other types of federal, institutional, or state aid. Federal regulations require that this type of aid be awarded as a last resort only after all other types of aid have been exhausted.

Nursing Scholarship Program

The Department of Health Manpower provides funds to at least half-time students via a Nursing Scholarship Program. Awards are made on the basis of need, as determined by the Financial Aid Form and tax return and are renewable upon reapplication. Under this program the maximum award that can be made to a student is \$2,000 a year, although limited funding in this program usually results in considerably smaller awards.

National Direct (formerly Defense) Student Loans

Amounts awarded are for at least half-time students and are based on need. Undergraduates are limited to a combined total of \$2,500 for the first two years and a combined total of \$5,000 for all undergraduate years. Graduate students are limited to a combined total of \$10,000 for undergraduate and graduate years. Veterans will automatically be considered independent of their parents when considered for this loan.

No interest is charged until repayment begins. Ordinarily a repayment period of 10 years is permitted, at an interest charge of 3% on the unpaid balance, beginning 9 months after graduation. Grace periods of three years without payment of capital or interest are allowed for military service, Peace Corps, and VISTA service. Also, no payments are required as long as the student remains at least a half-time student at the graduate level or undergraduate level.

Effective 7/1/72, teaching of the emotionally, economically, physically or mentally handicapped qualifies for a 100% cancellation over 5 years (15%, 15%, 20%, 20%, 30%). This replaces the old 15%/year cancellation up to 100% which is still in effect for loans negotiated before 7/1/72. Teaching in a Headstart program now qualifies, under certain conditions, for 15% year cancellation up to 100%.

Borrowers involved in active military service after 7/1/70 may qualify for 12½% per year cancellation up to 50%, although any loans negotiated after 7/1/72 can be cancelled only for combat military service.

All amounts owed are cancelled in case of death or permanent total disability. Loans are renewable only upon reapplication.

Nursing Student Loans

At least half-time nursing students may apply for up to \$2,500 per academic year. Amounts awarded will be based on student's need. No interest is charged on loans until repayment period begins. A repayment period of 10 years is permitted with interest of 3% charged on the unpaid balance. Repayment period begins 9 months after graduation with a period of deferral allowed for time spent in full-time graduate study, active duty in military service, or Peace Corps service.

Employment as a full-time professional nurse in any public or private non-profit agency qualifies for up to 85%

cancellation over 5 years (15%, 15%, 15%, 20%, 20%).

Employment for at least two years in an area determined by the government to have a shortage of and need for nurses qualifies for 85% cancellation over 3 years (30%, 30%, 25%).

Loans are cancelled for death or permanent disability. Loans are awarded on an academic year basis only and must be reapplied for each year. They are not automatically renewed. Loans made prior to July 1, 1972 retain the old provisions.

Funds in this program have been quite limited in recent years.

Law Enforcement Education Program

This federally funded program provides assistance for students who are presently employed by a publicly funded local, state, or Federal law enforcement agency. Students must reapply each year.

Up to \$2200 a year may be borrowed by full-time students who are in approved academic programs. The loan may be cancelled at the rate of 25% per year for service in an approved law enforcement agency. Grants of up to \$400/semester are also available for full or part-time students who are currently employed full time by a law enforcement agency.

College Work-Study Employment Programs (Summer, Fall, and Spring)

With the assistance of Federal funds, the Financial Aid Office is able to provide to at least half-time students employment opportunities either on the campus or in various public or private non-profit off-campus agencies both in the greater Boston area and in the student's home community (even in other states). Some of these jobs provide work experience directly related to the student's educational objective while at the same time providing regular income for educational expenses. Students are limited by B.C. to 15-20 hours per week during the school year and 35-40 hours per week during the summer or other school vacations. Eligibility is based on need and earnings must be related to total educational costs. Students must be authorized for each work period before reporting to the employing agency. For more information on this process, please consult the list of important dates and deadlines published by the Financial Aid Office.

Regular Employment

Some opportunities are provided for part-time employment throughout the school year. The limitation on hours makes it unlikely that students can earn more than one-half tuition, during the course of the year, in this fashion.

Since all on-campus regular employment of any kind must be counted as a resource, students receiving other financial aid should check with the Financial Aid Office to be sure that additional earnings will not jeopardize the other financial aid awards.

Students should consult the Student Employment Office.

State Scholarships

Depending upon the individual state regulations, most undergraduate and some graduate students may apply. Students from Massachusetts, Connecticut, Rhode Island, Vermont, Pennsylvania, New Jersey, Delaware and District of Columbia should apply through the Board of Higher Education in their home state since these states allow funds to be used at in-state or out-of-state schools.

Applications for the State of Massachusetts may be picked up in the Financial Aid Office.

Help Loans, Guaranteed Insured Loans, Bank Loans, Etc.

These loan programs require a separate application, obtainable at your bank or credit union, in addition to the B.C. Bank Loan Form.

Depending on the student's state of residence, up to \$2500 (\$5000 for graduate students) can be borrowed annually and up to a total of \$15,000 for an undergraduate and graduate career (\$7500 for undergraduate alone).

The interest rate is normally 7-8% but, the federal government will pay the interest on the loan while the student is in school. Repayment of the loan by the student usually begins 9 months after graduation but can be deferred for full-time school attendance or service in the military, Peace Corps or VISTA.

Outside Scholarships

A limited amount of outside scholarships are available through town, state, and private agencies. Information in this area may be obtained directly from the source of the funds or from the Financial Aid Office.

Other Financial Aid

Various tuition aid or installment payment programs are available, as well as commercial bank loans. Information is available for different payment plans, including the Boston College Tuition Prepayment Plan, at the Financial Aid Office.

Student Services

Athletics

The objective of the Boston College Athletic Association is to provide members of the entire university community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity which complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition.

Career Planning and Placement Center

The Career Planning and Placement Center provides information, resources, and counseling as part of its educative service to students and alumni to assist them in making intelligent job and career choices and ways-of-life decisions. In addition to group meetings, career nights, and workshops, students and alumni can obtain personal counseling with professionally trained staff, and also avail themselves of peer advisors' assistance. Other services include campus recruiting; credentials; graduate school data; binders of current job opportunities; outreach career programs; reference data on occupations, employers, school systems, hospitals, and trends; internship job listings and advisement; and resource data on other aspects of job and career needs. The Center is located at 38 Commonwealth Avenue. Students should begin their career planning in freshman year and should make appointments to utilize these services.

Chaplains

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow

in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University.

Counseling and Mental Health Services

A Counseling Office, staffed by licensed psychologists, is located in each of the undergraduate colleges to assist students in matters pertaining to personal adjustment, vocational decisions, educational planning and mental health problems. Provisions for individual counseling and psychotherapy are included among the services. Since the development of some types of personal potential and the solution of some adjustment difficulties can be achieved most effectively through group experiences, the Counseling Services provide a limited number of counseling groups each year.

Psychiatric consultation and treatment are available, normally without cost to the student, through the College Mental Health Center of Boston, a non-profit psychiatric facility with which Boston College is affiliated. Students may request a referral from any of the campus Counseling Offices, the Health Services Clinic, or may contact the College Mental Health Center directly for an appointment.

Dean of Students

The Office of the Dean of Students offers rehabilitative counseling and interprets University policies designed to safeguard and enhance the rights of the individual and the University community. It is also responsible for the Murray House Commuter Center, the Women's Resource Center, the University Rathskellar and the Student I.D. Program.

Dining Facilities

The University offers service in three dining areas for resident students with a complete and nutritionally-balanced menu: McElroy Commons, Stuart Hall at Newton and Kirkwood Hall, 19 South Street in Brighton. In addition students may use their coupons in several a la carte cash-type facilities also available to non-board students because of the increased flexibility of the Meal Plan. The Coupon Plan is based on the actual meals eaten on campus by the average student which is approximately 12 meals per week. Additional coupons are available at one-half price, if required, to any student eating more than the average. The cost for the Base Plan is \$512.50 per semester. There is no longer a Meal's Tax in Massachusetts for students.

The Meal Plan is mandatory for Resident Students of Upper Campus, South Street and Newton. The Board Plan Office, Ext. 3526 will provide information on request which may be very helpful to those who do not understand the Meal Plan.

Health Services

The primary purpose of the Health Services is to meet the immediate health needs of the students and to assist them in maintaining an optimal level of health through educative services. The Department has two units: a clinic located in Cushing Hall on the Chestnut Hill Campus, and a 21-bed infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

Payment of the Health Fee is required for all resident undergraduate students and undergraduate students residing off campus, but away from their family home. It is optional for commuters living at their family home, and graduate students. Any student who commutes daily from

his family home and has been erroneously billed for the Health Fee may request that a credit be processed at the Health Services Office.

The Health Fee is not a substitute for a health insurance policy and the University strongly recommends that all students be covered additionally by an appropriate health insurance policy for hospital care and diagnostic testing.

An information brochure detailing the school health services at Boston College is available at the Health Services Office, Cushing Hall, Room 142. Insurance information can also be obtained there.

Minority Student Programs

The goal of the Office of Minority Student Programs is to guarantee the necessary orientation, cultural and academic support programs needed for minority students, particularly those identified as educationally disadvantaged. Among the various services it offers are tutorial programs, supplemental career planning and cultural activities.

Residence Accommodations

Boston College offers several different types of undergraduate student housing in six different residence areas. Each area houses both male and female students. The building style and individual accommodations vary with the location and are described below:

- (1) Reservoir Apartment Complex (Lower Campus)
The nine-story Reservoir Apartment Complex, completed in the fall of 1975, houses approximately 800 male and female students in 200 two bedroom apartments. Each apartment unit consists of 2 bedrooms, bath, dining area, kitchen and living room. These modern, completely furnished and air-conditioned apartment units cost \$650 per student per semester and house primarily upperclassmen. Subscription to the University Meal Plan is optional.
- (2) Hillside Apartment Complex (Lower Campus)
This air-conditioned apartment complex, completed in the spring of 1973, houses 725 students. Each completely furnished apartment unit includes 2 or 3 bedrooms, two baths, a living room, dining area and kitchen. This area houses males and females, 4 or 6 per apartment, but is generally restricted to juniors and seniors. A two-bedroom unit costs \$650 per semester for each student while a three-bedroom unit costs \$625 per semester for each student. Subscription to the University Meal Plan is optional for students in this complex.
- (3) Modular Apartment Complex (Lower Campus)
The Modular Complex or Village consists of 86 duplex garden apartments. Completed in the spring of 1971, each air-conditioned and fully furnished apartment unit has three bedrooms, two baths, living room, kitchen and wall-to-wall carpeting throughout. This area houses both male and female students, six per apartment, but is generally restricted to juniors and seniors. The cost for each student is \$625 per semester. Subscription to the University Meal Plan is optional for students in this area.
- (4) Upper Campus Residence Halls
These are standard dormitory structures with double student rooms along a corridor. Each room is furnished with bed, desk, dresser, chair, desk lamp, wastebasket and either shades or drapes. These 12 buildings house approximately 150 students each, normally freshmen and sophomores. The cost for each student is \$525 per semester. All Upper Campus residents are required to subscribe to the University Meal Plan.

(5) **Newton Campus Residence Halls**

The 6 dormitory buildings on the Newton Campus are similar to the "Upper Campus Dormitories" and are furnished in the same manner. Daily free bus service is provided to the Chestnut Hill Campus, which is located one and one-half miles from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs which make it attractive to many freshmen students. Cost for each student is \$525 per semester. The University Meal Plan is mandatory for Newton Campus residents and a cafeteria is located on the campus.

(6) **South Street Residence Halls**

This is a grouping of remodeled and renovated apartment buildings, offering single, double and triple rooms, grouped in clusters of three or four. Each building houses from 25 to 55 primarily freshmen and sophomore students. Furnishings include the same basic items as the Upper Campus. All buildings in this area are carpeted throughout. The cost for each student is \$525 per semester. Since these facilities are located one mile from the Chestnut Hill Campus, daily free bus service is provided. The University Meal Plan is mandatory for all

South Street residents. A cafeteria is provided within this complex.

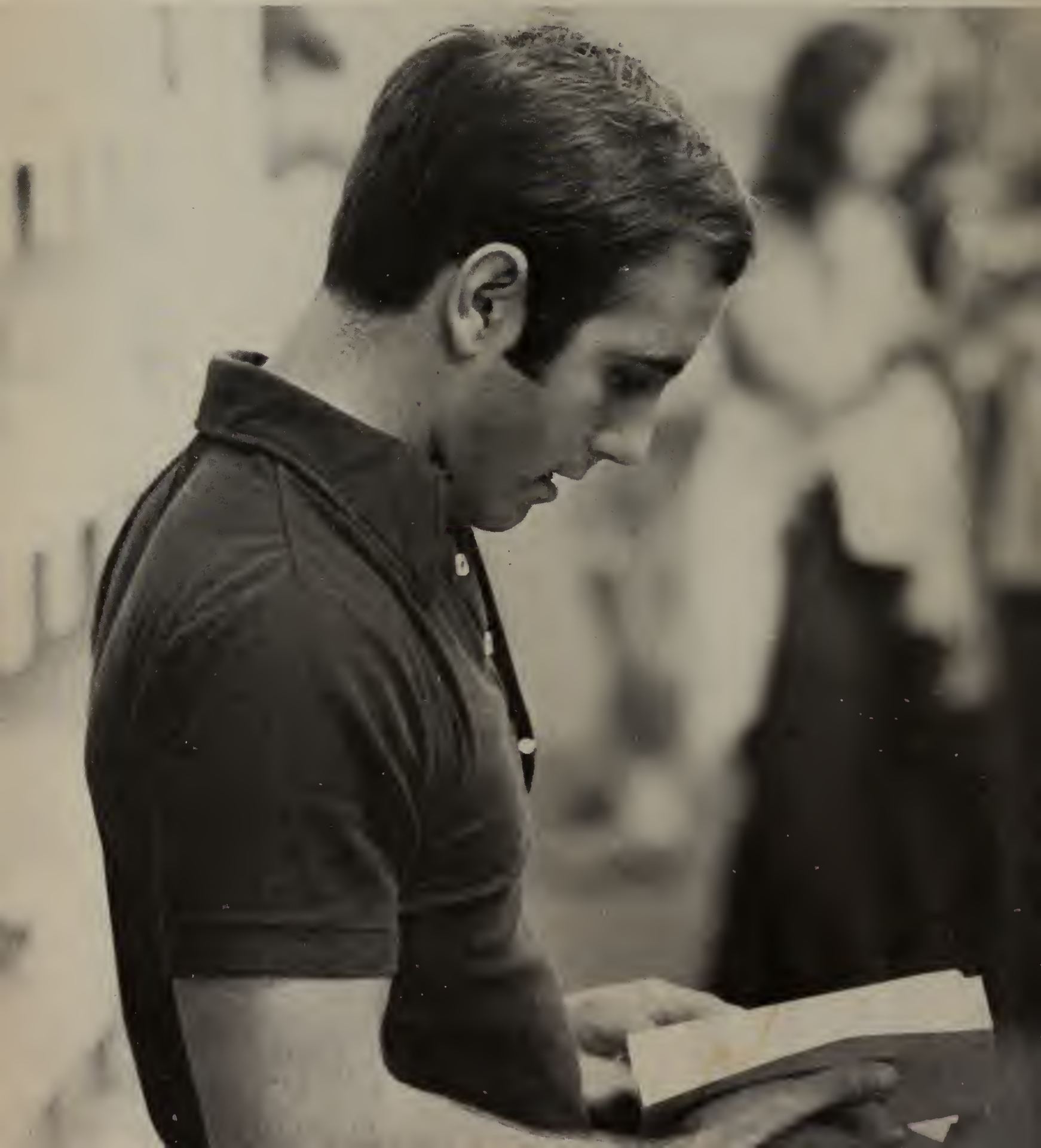
In addition to the stated facilities, the University may lease additional facilities on a temporary basis if faced with a housing shortage in accommodating new students.

The University provides no residence facilities for graduate students. However, the University operates a Non-Resident Housing Information Office in Rubenstein Hall for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rental in areas surrounding the campus. Interested students should visit the office Monday through Friday, 10:00 AM to 4:00 PM. No listings are available by mail.

Student Programs and Resources

The place of student activities in the experience of a college student has great potential for contributing to his/her overall development. Among the services offered by the Office of Student Programs and Resources are the coordination of student organizations, the publication of the Student Guide and the management of the Ticket Booth, Orientation Program and O'Connell Student Union.

Undergraduate Education



Undergraduate Education

In our idealistic moments we call a college a community of scholars. The phrase implies that not only do collegians meld themselves into a social and academic whole, but that faculty members and administrators join students in forming an integral and discernible community. Boston College is such a community. The members develop, in conjunction with persons who have similar high hopes for humanity, those distinctive values which the Christian tradition can generate when it is in contact with the real problems of contemporary experiences.

Admissions Information

Boston College is an academic community whose doors are open to men and women regardless of race, color, national origin, sex, religion, age, or handicap.

Boston College seeks to maintain an undergraduate student body which represents a broad variety of abilities, backgrounds, and interests. In selecting students, therefore, the Committee on Admissions looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, energy, and promise for personal growth and development. Requests for financial aid do not affect decisions on admission. Application forms and information bulletins may be obtained from the Undergraduate Admissions Office, Boston College, Chestnut Hill, Massachusetts 02167.

Admission From Secondary School

Although secondary school preparation varies, the recommended units are:

English	4
Foreign Language	2
Algebra	2
Plane Geometry	1
Other Standard Courses	

In addition, majors in science, mathematics, pre-medicine, and pre-dentistry must have:

Science (Biology, Chemistry, Physics)	2
Trigonometry	1/2

Applicants to the School of Nursing must complete two years of science (Biology, Chemistry, Physics).

Entrance Examination

The following tests of the College Entrance Examination Board (CEEB) must be completed by each applicant no later than January of the senior year:

Scholastic Aptitude Test (SAT)

Achievement Tests in:

1. English
2. Mathematics Level I or II
3. Third Test of the applicant's own choice

The SAT may be taken in either the Junior or the Senior year. Junior year Achievement Tests (March, May or July), particularly in subjects terminating in the eleventh grade, may be used with or substituted for senior tests in meeting the requirement of three Achievement Tests.

The Committee on Admissions will select the best combination of test scores when evaluating an application.

Admission by Transfer

Candidates for admission-in-transfer to Boston College from another college or university should follow the procedure for regular application to the freshman class. In addition transfer applicants must submit the following credentials:

1. A letter from the candidate stating his or her reason for transfer to Boston College.

2. A complete official transcript of all courses taken in all semesters at other colleges or universities. A statement of honorable separation from such institutions should be included.

3. A course catalogue from the applicant's college or university.

Usually only those transfer applicants who have maintained a grade point average of 2.5 or higher will be considered for transfer to Boston College. Credits will be accepted for transfer only for courses which are equivalent to those offered at Boston College.

Admissions-in-transfer are granted for the fall term beginning in September and for the spring term beginning in January.

The residency and tuition requirements for transfer students will be determined by the number of successfully completed semesters at the former school, not the number of courses transferred in.

Transfer students are required to complete a minimum of two years work (the equivalent of 18 courses or 54 semester credit hours) at Boston College in order to qualify for an undergraduate degree from the University.

Transfer students admitted to sophomore status or above may not accelerate the academic program for completion of degree requirements assigned by the Admissions Office at the time of their acceptance to Boston College. However, transfer students may, with prior approval, carry overload courses to make up deficiencies or to complete the number of courses appropriate to their assigned status.

Supporting credentials for applicants-in-transfer must be received no later than December 1 for admission in January and no later than June 1 for admission in September. Applications will be accepted after this date, depending upon the availability of space. Candidates who are accepted will at the same time be notified of the terms of admission and credits to be allowed in transfer.

Special Students

The Office of Undergraduate Admissions at Boston College admits only those persons who wish to be enrolled as full-time day students. Those students who wish to attend Boston College on a part-time basis, for either day or evening classes, should contact: Dean of the Evening College, Fulton Hall, Room 317, Boston College, Chestnut Hill, Massachusetts 02167. For those interested in Programs for Women contact: Director of Programs for Women, 885 Centre Street, Newton, Massachusetts 02159.

Advanced Placement

Boston College participates in the Advanced Placement Program of the College Entrance Examination Board. Applicants interested in advanced placement with credit should make arrangements to take the Advanced Placement Tests given by the C.E.E.B. in May of each year. The tests may be taken in the junior as well as the senior year of high school.

Advanced placement can also be earned for college courses completed at an accredited institution prior to enrollment at Boston College in which the student has earned a grade of "C" or better. Official college transcripts of these courses should be forwarded to the Admissions Office by August 1.

Should a student earn 18 or more credits, whether through superior performance on a minimum of three A.P. tests or through acceptance of at least six three-credit courses or any combination of these two methods, he/she will be eligible for sophomore standing. Should less than 18

14 / Undergraduate Education

ACADEMIC REGULATIONS

credits be earned, the student can still be excused from core requirements; however, electives must be substituted for these core courses. Thirty-eight courses will still be required for graduation from Boston College.

Early Admission

Under the Early Admission Program, outstandingly gifted and highly motivated high school juniors are sometimes admitted to Boston College one year early. Early Admission candidates must obtain from their high school a letter stating that either they have completed all their requirements for graduation, or that they will receive their diploma after the freshman year at Boston College. All Early Admission candidates are requested to arrange for a personal interview at Boston College. Decisions on Early Admission applications are made after the receipt of the final grades in the junior year.

Minority Admissions Program

Boston College is committed to the goal of enrolling at least ten percent of the undergraduate student body from among minority groups. The Minority Admissions Committee is responsible for the recruitment, processing, and evaluation of all applications from Black, Asian-American, Latino, and American-Indian students. Minority applications are read in light of the applicant's cultural and educational background. Because we recognize the academic, cultural and social needs and interests of the minority students at Boston College, organizations such as the Minority Student Support Program, the Black Student Forum, the Chinese Student Club, and Union Latina have been established.

Academic Regulations

Note: In addition to being familiar with the "Academic Regulations" in this "University" section of the bulletin, students are expected to know the "Academic Regulations" of their own college printed on subsequent pages.

University Degree Requirements

The requirement for the Bachelor's Degree in the undergraduate day colleges is the completion with satisfactory cumulative average (at least 1.5) of at least 38 one-semester courses, or their equivalent, distributed over eight semesters of full-time academic work. Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

University Core Requirements

The minimum liberal education CORE requirement to be fulfilled by all undergraduate students, as administered by the Council on Liberal Education, over a four-year period, will be the following. For specific CORE requirements of the various schools and departments, students should consult the appropriate sections of this Bulletin:

- 2 in History
- 2 in either Natural Science or Mathematics
- 2 in Philosophy
- 2 in Social Sciences (Sociology, Political Science, Economics, Psychology and approved courses in the professional schools)
- 2 in Theology

2 in any one of the following cluster areas:

- a) English
- b) Foreign Languages or Culture
- c) Fine Arts, Music, Speech Communication and Theatre

Grading Scale

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; F is failure.

While the grade I (incomplete) is not recorded for undergraduates, Boston College recognizes that under unusual circumstances (e.g., extended illness), a limited extension of time beyond the end of the semester in which a course was initiated may be warranted. This can be accomplished with permission of the professor involved after consultation with the Associate Dean of his or her undergraduate college. The professor will establish the criteria and time limits for completion of the work. Normally, extensions will not extend beyond the end of the semester following that in which the course was initiated.

In computing averages the following numerical equivalents for the twelve (12) letter grades are used:

A	4.00	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	.67
B	3.00	C-	1.67	F	.00

Grades will be mailed by the University Registrar's Office to each student shortly after the close of each semester.

The Dean's List

The Dean's List, established at the end of each semester, ranks students according to their averages for the semester in three groups: First Honors (3.667 or above), Second Honors (3.333-3.666) and Third Honors (2.900-3.332).

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, is awarded to students with a cumulative average of 3.667 or above; Magna cum Laude, with High Honors, to those with averages between 3.333 and 3.666; and Cum Laude, with Honors, to those with averages between 2.900 and 3.332.

Beginning with the Class of 1983 Honors will be awarded on a percentage basis. The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Absence from a Semester Examination

Students will have to arrange for making up a semester examination which they have missed with the professor. Professors are asked to announce the time and manner by which students must notify them of absence and make arrangements for taking the absentee examinations. If, in particular courses, announcements about absentee examinations are not made, students should ask the professors to specify the acceptable excuse(s) for absence and the manner and time of notification and of arrangements for the make-up examination.

The only exception to the foregoing is the case where the student, because of an extended illness or serious injury, will miss all or most of his or her examinations and be un-

able to make up examinations for a week or more beyond the period scheduled for semester examinations. In such cases, the student or his or her family should call the Office of the Associate Dean of his or her college as soon as the prospect of extended absence becomes clear.

Transfers Within Boston College

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Dean's Office of the school to which admission is sought. Freshmen should wait until late March to initiate this process; other classes usually make inquiries in late October or in late March. The college administration involved in these procedures are:

College of Arts and Sciences	Dean Harrison	Gasson 109
	Dean McHugh	Gasson 109
	Dean McMahon	Gasson 109
School of Education	Dean Smith	Campion 104A
School of Management	Dean Cronin	Fulton 314
School of Nursing	Dean Dineen	Cushing 203

Withdrawal From Boston College

Students who wish to withdraw from Boston College in good standing are required to complete a Withdrawal Form and schedule an exit interview in the University Registrar's Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

Leave of Absence or Special Study Program

Degree candidates seeking a leave of absence from Boston College are required to complete a Leave of Absence Form available in the University Registrar's Office. Students who take a leave of absence, subsequently decide to enroll at another college and then wish to re-enter Boston College, must apply through Transfer Admissions.

To assure reenrollment for a particular semester following a leave of absence or participation in a special study program, students must notify the University Registrar's Office and the Dean's Office of the college or school about their intention, at least six weeks in advance of the start of that semester.

Readmission

Students who desire readmission will initiate the process in the University Registrar's Office, Lyons Hall. Applications for readmission should be made there and at the Dean's Office of the school involved at least six weeks before the start of the semester in which the former student seeks to resume study. The appropriate Dean's Office will make the decision on the application and notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.

Special Programs (Non-degree)

Cross Registration Program

Under a program of cross-registration, Sophomores, Juniors and Seniors may take in each semester one elective course at either Boston University, Brandeis University, Hebrew College, Pine Manor College, Regis College or Tufts University if a similar course is not available at Boston College. Students interested in the Afro-American Studies Program

may cross register at Boston University, Massachusetts Institute of Technology, Simmons College or the University of Massachusetts (Boston). A description of cross-registration procedures and the authorization form to participate in it are available in the University Registrar's Office, Lyons 101.

Junior Year Abroad

The Boston College Junior Year Abroad Program has as its ideal the complete integration of the American student within a foreign educational structure. Provided he or she has the necessary language preparation, the student is free to choose the country and university where he or she wishes to study. Where there is an established and supervised program in the university of the student's choice, it is suggested that he or she take advantage of this opportunity. If there is no such program, then the student enters directly into the university setting and competes on the same basis as others enrolled in the foreign university.

Permission to spend the Junior year abroad is open to Sophomores, both men and women, in good standing in any of the undergraduate schools of Boston College. Application should be made as early as possible in the sophomore year, because some foreign universities require a very early registration. To be eligible, a student must have at least a B (2.9) grade in the major field, approximately the same grade in general average, and the approval of the Dean of the college. All applications are processed through the Office of the Junior Year Abroad Program. The student must consult the chairperson of the department of his or her major field for a program of studies to meet the requirements of his or her field of concentration and the collegiate degree. The student is encouraged to prepare for examinations in all subjects studied while abroad. These results are received by Boston College and translated into American academic equivalents. The student may be asked to submit written evidence of work done abroad and to take an oral examination for certification of credit.

The Pulse Program

PULSE affords the Boston College undergraduate an opportunity to combine community-based field work with the study of Philosophy or Theology. PULSE operates with the assumption that the community work provides an exciting point of departure for serious philosophical and theological reflection.

Through the combination of reflective, academic work and field experience, the program encourages the student to form critical perspectives on society, community and self. A student's experience—whether in working with children, visiting the elderly, lobbying at the State House or working with juvenile delinquents—becomes the context in which questions of personal authenticity, communal bias and the forces promoting or inhibiting social change are probed.

Opportunities for field experience are available in a variety of different neighborhoods and institutions. Included in the range of placements are crisis-counseling services, community action groups, state government, schools, adolescent homes and after-school recreation programs. The placements aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems. (PULSE also offers a limited number of students the chance to develop independent projects.)

Supervision of student work includes on-site meetings with indigenous staff supplemented by bi-monthly meetings on campus. PULSE thus provides three levels of direction and supervision for student work. (1) The PULSE Director

has overall responsibility for the educational goals and interests of PULSE students. In fulfilling that responsibility, the Director works as a consultant and advisor for both students and supervisors. (2) Each field project has a PULSE Council Coordinator, a student who is a member of the PULSE Council. (3) Each field project has an on-site Supervisor who, after an initial orientation session, meets regularly with students to provide information, direction and criticism.

Besides course work and supervision, PULSE sponsors films, slide shows, housing tours and workshops which are all designed to further enhance a student's experience. Some recent workshop topics have been Death and Dying and working with children.

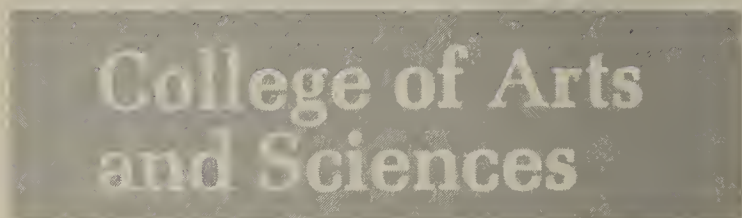
Students may participate in PULSE during any of their undergraduate years at Boston College. They may participate in the same project over several semesters or move on to projects treating different problems. Although classroom reflection is regarded as the key to the fullest possible experience, students are allowed to work in projects without

participation in a course. Credit, however, can only be made available to those students registered in PULSE courses.

For details on PULSE courses, consult the listings of the Philosophy and Theology departments.

Programs for Women

Boston College encourages women beyond traditional college age to avail themselves of the many educational resources of this institution. Several educational options, suitable to individual needs and interests, are offered. Programs for Women is both a counseling and directive center for adult women seeking part-time study in either degree or non-degree categories. It also offers women the opportunity to participate in career-oriented, study/internship programs and seminars on topics of current interest. For further information contact: Director of Programs for Women, Newton Campus of Boston College, 885 Centre Street, Newton, Massachusetts 02159.



The College of Arts and Sciences confers the academic degree of either Bachelor of Arts (A.B.) or Bachelor of Science (B.S.), depending upon the candidate's major field. All degree programs within the college follow the liberal arts tradition.

Each student selects a major, which is a systematic concentration of courses that develops an understanding in depth of a single academic discipline or of an interdisciplinary topic. A student may choose more than one major, but in each must fulfill the minimum requirements set by the department and the College of Arts and Sciences.

The fields in which majors are available are: American Studies, Art History, Biology, Chemistry, Classical Studies, Economics, English, Geology, Geophysics, Germanic Studies, History, Linguistics, Mathematics, Philosophy, Physics, Political Science, Psychology, Romance Languages and Literatures, Russian, Slavic Studies, Sociology, Speech Communication and Theatre, Studio Art, and Theology. An Independent Major, involving courses from several departments, is also available under certain conditions for students whose needs cannot be satisfied by the offerings of a single department.

Each student also takes courses from the core curriculum, usually during the freshman and sophomore years. These courses are intended to provide the cultural background, intellectual training, and structure of basic principles by which students can comprehend a complex world and cope with rapid changes as they occur.

Because of the great diversity of course offerings in the College of Arts and Sciences, it is important that each student exercise care, both in the selection of a major as well as in the selection of courses in the major, courses in the core curriculum, and other elective courses. It is also advisable that students, particularly those with even a tentative interest in major fields (e.g. languages, sciences, mathematics or art) which are structured and involve

sequences of courses, begin selection of their major and related courses at an early date. Students considering a career in medicine or dentistry should begin in the freshman year to fulfill the requirements for admission to professional schools in these areas.

It should not be considered necessary, or even desirable, that a degree from the College of Arts and Sciences, by itself, provide all the training needed to perform a specific job. It should provide preparation for graduate study in the major field or a related field, however. It should also furnish sufficient breadth of information and exposure to methods of inquiry so that, either alone or with additional training provided by professional schools, the student might effectively prepare for any one of a wide variety of careers, perhaps for a career not foreseen while the student is in college.

Academic and Career Planning

Simply stated, planning a course of study is difficult but necessary. In a college as diverse as Arts and Sciences, the choices of courses and areas of concentration are so numerous that a student should avoid a simple or haphazard arrangement of program. To ensure a coherent, well-developed program students are urged to consult at least once a semester with a faculty advisor within their major department. Students should also broadly consult with other faculty, students, the Deans, the Pre-Medical and Pre-Law advisors, the Offices of Counseling and of Career Planning and potential employers and professionals outside the University to ensure that all academic options have been considered and that plans are properly laid for meeting post-graduate objectives.

Academic Regulations

Each student is expected to know the Academic Regulations presented below.

Requirements for the Degree

1.1 The requirement for the Bachelor's Degree is the completion, with satisfactory cumulative average (at least 1.5), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distrib-

uted over eight semesters of four academic years.

1.2 Within the 38 courses, the following 14, comprising the core curriculum, are required for all students:

- 2 courses in English
- 2 courses in History (European History)
- 2 courses in Philosophy
- 2 courses in Theology
- 2 courses in Natural Science or Mathematics
- 2 courses in Social Sciences (Economics, Political Science, Psychology, or Sociology)
- 2 courses in any one of the following cluster areas:
 - a) Foreign Languages or Culture
 - b) Fine Arts, Music or Speech Communication
 - c) Natural Science or Mathematics

Identification of the courses which will satisfy the core in each department can be determined by contacting the department and by reference to each semester's Schedule of Courses.

1.3 Each major within the College of Arts and Sciences requires at least 10 courses. No more than 12 courses for the major may be required from any one department. Two of these may be taken at the introductory level, at the discretion of the department. For the remainder of the courses, each department may designate specific courses or distribution requirements either within or outside the department to assure the desired coherence and structure of the major program.

1.4 Normally students will take up to 14 courses not included in either the major or the core requirement. Such courses should be selected with an eye toward integration and balance. It is possible for a student to major in two fields but for each major, all requirements must be satisfied, and no course may count toward more than one major.

1.5 Program Distribution: Of the 38 one-semester, three-credit courses required for graduation, Arts and Sciences students must complete at least 32 courses in departments of the College of Arts and Sciences. The remaining courses may be chosen from the offerings of the Boston College professional schools. Courses taken outside of Boston College under approved special study programs may also fulfill this requirement; when admitted to Boston College, transfer students may have accepted towards an Arts and Sciences degree courses analogous to Arts and Sciences offerings.

Normal Program, Overloads, Acceleration

2.1 Freshmen, sophomores, and juniors are normally required to carry five courses per semester; seniors, four courses per semester. Students who fail to complete the normal semester course load by failure, or withdrawal from a course, or by underloading, incur a course deficiency(cies). Non-seniors who wish to take only four courses in a semester may do so, but should consult with one of the Deans; students who underload should plan to remove the course deficiency so incurred as soon as possible (see 6.1 and 6.2). Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.2 Tuition shall apply per semester as published even if a minimum full-time load or less is carried.

2.3 All students wishing to enroll in a sixth course during a semester must receive a Dean's approval before confirmation of registration. Approval will be given to the request of students who have earned in a full course load at least a 3.0 overall average or a 3.0 average in the semester immediately prior to the one for which the overload is sought. Students whose averages so defined are between 2.0 and 3.0 may, under exceptional circumstances, be allowed by a Dean to enroll in a sixth course. Overload courses must be

taken initially as audits and at the student's request are changed to credit at the time specified in the Schedule of Courses and posted outside the Deans' Office. Students are not permitted to take a sixth course in their first semester at Boston College.

2.4 The only courses which a student, after admission to Boston College may apply toward an Arts and Sciences degree (whether for core, major, or total course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Deans of the College of Arts and Sciences are authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross-registration programs;
- the Junior Year Abroad Program
- official college exchange programs;
- special study programs at an academic institution other than Boston College;
- removal of deficiencies incurred by failure, withdrawal from a course, or course underload;
- subject to certain restrictions, courses in the Evening College of Arts and Sciences and Business Administration.

For any of the above exceptions, students must obtain in advance written approval from a Dean of the College of Arts and Sciences.

2.5 After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Dean of the College of Arts and Sciences (Gasson 103) to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.2; they will be considered for approval only for exceptional reasons. In accordance with University policies governing accelerated programs of study, the following will also be applicable:

- 1) Summer courses intended for acceleration must be taken at Boston College and must be authorized in advance by a Dean.
- 2) Overload courses taken for acceleration will carry an extra tuition charge.
- 3) Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study.

Pass/Fail Electives

3.1 Non-Freshmen are eligible, with approval of the department concerned, to enroll in a course on a Pass/Fail basis. This must be done at registration time in the Office of the Deans.

3.2 No more than 6 courses carrying "Pass" will be accepted towards the A&S degree.

3.3 Courses completed with a "Pass" evaluation do not fulfill the requirements of either the core curriculum or major field.

Fulfillment of Requirements by Equivalencies

4.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses:

- a) At any time before the senior year, a student may be exempted from taking courses in a core area. Such exemptions will be based on equivalency examinations in which the student demonstrates, to the satisfaction of the chairperson of the department concerned, a mastery of the content of such course(s). Exemptions do not carry grade or credit.

18 / Undergraduate Education

ARTS AND SCIENCES

- b) Certain departments offer and identify full-year courses whose second semester content builds upon the material covered in first semester. For this reason, a student who fails the first semester of such a course should seriously consider whether it is advisable to continue in the second semester. However, a student may, with the approval of a Dean, be allowed to continue in the course. A second semester grade of C+ or better will entitle the student to credit and a grade of D- for the first semester of the course. This regulation may be applied also to Pass/Fail electives in a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first semester in such cases. A list of departments and courses where this regulation applies is on file in the Dean's Office.

Academic Standards

5.1 It is expected that a student will have passed 10 courses by the beginning of the second year, 20 courses by the beginning of the third year and 30 courses by the beginning of the fourth year.

5.2 In order to remain in the College a student must maintain a cumulative average of at least 1.5 as the minimum standard of scholarship and must have passed, while a student at Boston College, at least 8 courses by the end of the first year, 18 courses at the end of the second year, 28 courses at the end of the third year. Otherwise, he or she will be required to withdraw. If a student passes only 2 courses in a semester, the Deans will require immediate withdrawal.

5.3 Students who transfer to Boston College with fewer courses credited than required for the status assigned by the Admissions Office must make up these deficiencies in order to graduate as scheduled.

5.4 A student who has been required to withdraw because of three or more deficiencies may immediately apply to the Deans for reinstatement or readmission. To be eligible for return a student must, ordinarily, reduce outstanding deficiencies to one by passing, with grade of at least C-, course(s) which have been approved in advance by a Dean (see 6.1 below). A student who has not received prior approval from a Dean, or who fails to achieve a grade of C-, in each of the requisite number of approved courses, will not be allowed to matriculate in the College of Arts and Sciences for at least a semester.

Make-Up of Course Deficiencies

6.1 A student who, by failure, withdrawal or underload, lacks the number of courses required for his/her status must make up the deficiency(ies). This must be done by passing additional course(s) at Boston College in the regular academic year, or with a grade of at least C-, courses in the Boston College Summer Session or Evening College or, with at least C-, courses at another accredited four-year college. **EVERY MAKE-UP COURSE MUST BE AUTHORIZED IN WRITING BY A DEAN OF THE COLLEGE OF ARTS AND SCIENCES PRIOR TO REGISTRATION IN IT.** A deficiency should be made up as soon as possible after it has been incurred.

6.2 To make up deficiencies no more than three approved three-credit courses or their equivalent will be accepted from any one summer session; and no more than a total of four approved three-credit courses or their equivalent will be accepted from two or more sessions in the same summer.

Class Attendance

7.1 In order that students may derive the fullest benefit from the college experience, they are expected to attend class regularly. After an absence a student is responsible for finding out what happened in class, especially for getting information about announced tests, papers, or other assignments. Professors may include, as part of the semester grade, marks for the quality and quantity of the student's participation in class, provided announcement of this factor is made at the beginning of the semester.

7.2 A student who is absent from class on the day of a previously announced test or assignment is not entitled, as a matter of right, to make up what was missed.

7.3 In cases of absence extending beyond a week the student or a family member is expected to communicate with a Dean of the College of Arts and Sciences. Academic arrangements for the student's return to courses should be made with a Dean of the College as soon as the student's health or other circumstances permit.

Leave of Absence

8.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar (Lyons 101). A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions, and will usually last for no more than one year, although petition for extension is possible.

Academic Integrity

9.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to a Dean for adjudication or for judgement by an Administrative Board, as the student shall request.

Administrative Board

10.1 An Administrative Board shall act, when called upon, in matters relating to "Academic Integrity."

10.2 An Administrative Board shall be composed of three people from the College, i.e., a Dean, a full-time faculty member, and a student. The faculty member shall be selected by the Dean from a list of six faculty members designated annually for this purpose by the Educational Policy Committee. The student member shall be selected by the Dean from a list of six A&S students designated annually for this purpose by the student members of the Educational Policy Committee.

10.3 A student coming before an Administrative Board shall have the right to exercise two challenges without cause against the student and/or faculty appointees to the Board.

Procedure of Appeal

11.1 Students with questions of interpretation or petitions of exception to these regulations may submit them to an Appeals Board appointed by the Educational Policy Committee.

11.2 A student should resolve problems on the manner in which grades have been awarded or on the academic practices of an instructor by direct and immediate contact with the instructor. In the rare case of an unresolved question the student should first refer the matter in an informal man-

ner to the chairperson or director of the appropriate department or program.

11.3 A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, may be made normally no later than the sixth week of the following semester. In making a formal appeal a student files a written statement with the department chairperson or program director and thereafter the appeal is handled in accordance with guidelines approved by the Educational Policy Committee of the College. Current guidelines are available at the Office of the Dean.

Internal Transfers into Arts and Sciences

12.1 The College of Arts and Sciences expects that students transferring into it from other schools of Boston College will have a record free of academic deficiencies and a cumulative average of at least 2.5 and will complete at least three semesters of full-time study in Arts and Sciences after the transfer; previous enrollment in A&S courses will not satisfy this requirement.

Grade Change

13.1 In exceptional circumstances, a grade change may be warranted. All such grade changes must be submitted for approval to the Dean's Office no later than 6 weeks after the beginning of the semester following that in which the course was initiated. This rule applies also to those grade changes that result from the completion of course work in cases where an extension was given to a student by a Dean to finish the work after the end of the semester in which the course was initiated.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, is awarded to students with a cumulative average of 3.667 or above; Magna cum Laude, with High Honors, to those with averages between 3.333 and 3.666; and Cum Laude, with Honors, to those with averages between 2.900 and 3.332. Beginning with the Class of 1983 Honors will be awarded on a percentage basis. The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Special Academic Programs

The Honors Program

Scholastic excellence has traditionally been a hallmark of the educational experience at Boston College. In keeping with this tradition the Honors Program offers a flexible educational experience which provides new and innovative courses to satisfy the educational needs and interests of students with unusual talent and a record of superior achievement.

Students who seem to be sufficiently prepared and motivated to attempt a demanding program of study are interviewed and may be invited to participate in the Honors Program.

Students admitted to the Honors Program have added opportunity to devote their collegiate years to an education dedicated to excellence and enrichment through specialized curricula, modes of teaching and educational methods. Some examples:

Modern Man: The Cultural Tradition This two-year course for Freshmen and Sophomores is designed as a substitute for normally required core courses in English, Theology and Philosophy. Taught through methods ranging from lecture to seminar, the course attempts to discover and assess the ideas, issues, and values of Western Man in their cultural context.

Students in the Honors Program normally participate in a Junior Honors Seminar and a Senior Honors Thesis.

Scholar of the College

Candidacy in the Scholar of the College Program is extended to seniors with a 3.3 average who, after filing applications and demonstrating exceptional achievement, maturity, scholarly interest or creative skill, have been nominated by the Chairperson of their major department and been selected by the Dean of the College of Arts and Sciences. The Program aims at recognizing, encouraging and challenging superior scholarly and creative ability. In senior year the candidates carry one or two upper-division electives while engaged in a Scholar's Project (an unusually scholarly or creative piece of work) under the direction of one or two faculty members. Upon satisfactory completion of the Scholar's Project the candidate is given the distinction of Scholar of the College at Commencement in May. Application for candidacy and an outline of the proposed project must be submitted to the chairperson by March 15th of the student's junior year.

Bachelor's-Master's Program

This is a four-year program offered in conjunction with the Graduate School of Arts and Sciences for students who have at least a 3.3 average and who have demonstrated to exceptional degree maturity, ability to work independently and knowledge of their chosen field. Under this program a student will, upon satisfying the requirements of both undergraduate and graduate schools, be awarded Bachelor's and Master's degrees. Students interested in applying to this Program must present to the Dean of the College of Arts and Sciences by the end of the Sophomore year a formal proposal written in consultation with the department chairperson and a graduate faculty advisor in the intended major area. Admission to the Program is recommended by the Dean to the Graduate School of Arts and Sciences after an appraisal of the applicant by a Dean's committee of advisors. Such recommendation will depend on overall excellence in the student's undergraduate record and exceptional performance in the undergraduate major.

Further details regarding the proposal format and overall Program requirements may be obtained from A&S Department offices or the Office of the Dean.

Pre-Medical/Pre-Dental Program

This program, which is not an academic major, is headed by the pre-medical/pre-dental advisor. Over the years the program has guided the undergraduate preparation of thousands of students and has assisted them in securing admission to scores of medical and dental schools, including the most prestigious.

Medical and dental schools state clearly their preference for the applicant who, in college, has majored and excelled in a field of interest while demonstrating ability and achievement in at least four full-year science courses. Thus, the student planning to study medicine or dentistry may choose for a major field in college any one of the humanities or natural sciences or social sciences. Whatever the major, he or she is expected to acquire a liberal education

and is required to have among his or her collegiate courses one year of each of the following with laboratory: General Chemistry, Organic Chemistry, Biology and Physics. In addition, some medical and dental schools suggest or recommend one or several science electives; a large and growing number require a year of Calculus. Medical and dental schools expect good performance in all academic areas. Applicants with slightly lower grades in unusually challenging programs or in advanced courses are at least as acceptable as those with good or excellent grades in less demanding curricula or courses.

Since normally application for medical and dental schools is made at the beginning of senior year and since, therefore, evaluation and decision about admission are based on the student's record for three years, completion of the required sciences and mathematics by the end of junior year is strongly recommended.

Because a large number of students are interested in careers in medicine and dentistry, competition for admission to medical and dental schools has become very intense. The mean grade point average for the 15,000 students admitted to medical school in Sept. 1975 is 3.47 (out of 4.0). For this reason, students in the pre-medical/pre-dental program are urged to examine critically and realistically their own performance by the middle of the sophomore year. Students who have any doubts about their academic record should consult the pre-medical/pre-dental advisor as early as possible. Students are also urged to consider alternate careers while fulfilling the requirements for admission to medical or dental school. By careful choices of major and courses a student may prepare for careers in science, education, and management, as well as health services. Careers will be open in government, industry, teaching and social services for students who have a basic knowledge of mathematics, biology, chemistry and physics along with a knowledge of economics, management, sociology and psychology.

Departmental Honors

The designation of departmental honors is reserved for above-average students who have demonstrated academic achievement in additional or more difficult courses, or by successfully undertaking an approved research project, as determined by each department.

Senior Awards and Honors

Scholar of the College: For unusual scholarly and/or creative talent as demonstrated in coursework and the Scholar's project. Candidates for Scholar of the College are nominated by the department chairperson and selected by the Dean in their Junior year.

Order of the Cross and Crown: For Senior men and women who, while achieving an average of at least 3.5, have established records of unusual service and leadership on the campus.

Bapt Philosophy Medol: For overall outstanding performance in philosophy courses.

George F. Bemis Award: For distinguished service to others.

Wendy Berson Award: For excellence in Romance Languages.

Alice Bourneuf Award: For excellence in Economics.

Francis A. Brick Award: For outstanding character, loyalty, leadership, and scholarship during four years at Boston College.

Brendon Connolly Award: For outstanding love of books and learning.

Cordinal Cushing Award: For the best creative literary composition published in a Boston College undergraduate periodical.

Potrick Durcon Award: For overall outstanding performance in history courses.

Mory A. and Kotherine G. Finneron Commencement Award: For outstanding success in studies while also devoting time and talents to other activities for the enrichment of the college and student life.

General Excellence Medol: For general excellence in all branches of studies during the entire four years at Boston College.

William J. Keneoly Award: To a graduating Senior who has been distinguished in academic work and social concern.

Albert McGuinn Award: For excellence in a science or mathematics major combined with achievement—either academic, extracurricular, or a combination of both—in the social sciences or humanities.

John F. Norton Award: To the student who best personifies the tradition of humanistic scholarship.

Cardinal O'Connell Theology Medol: For overall outstanding performance in theology courses.

Harry W. Smith Award: To a senior who has used personal talents to an exceptional degree in the service of others.

Joseph Stonton Award: To a student who has been accepted to a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

Tully Theology Award: For the best paper on a theological subject.

Nominations for these awards may be submitted to the Office of the Dean.

AREAS OF MAJOR STUDY

The philosophy and objectives of each major are presented below, along with specific course requirements. These requirements include the number of courses, as well as specific courses or distribution requirements necessary for the major. They may also include requirements for achieving departmental honors. Individual course details may be found in the Description of Courses section of this *Bulletin*.

In a liberal arts college, the major is not only a path to some future profession, but is itself, together with core courses, and electives taken in other areas, a liberal arts experience. A *major* is a systematic concentration of courses taken in a given academic discipline which enables a student to acquire a somewhat more specialized knowledge of the methodologies used in the discipline, their origins, their possibilities and limitations, and the current state of the art. This is done by means of a hierarchical sequence of courses or by appropriate distribution requirements. Attention is to be given to the history of the discipline, its various methodologies and research tools, and to its various sub-fields, and to the areas of concern in which the discipline is presently involved.

The term course in the descriptions below refers to a course of at least 3 semester-hour credits.

Major in Art History or Studio Art

The Department offers two majors, one in Art History and another in Studio Art. A wide range of courses in film making, film history, film critique and photography is also provided by the Department.

Art History

The major in Art History offers the interested student an opportunity to develop a knowledge and understanding of the visual environment created by man in the course of time. The departmental courses provide both a broad foundation in the humanities and the preparation for further work that can lead to professional careers in art: teaching and research, curatorships, conservation, educational positions in museums and art centers, occupations as art critic or employment in the art business world such as commercial galleries and auction houses. A student majoring in Art History plans an integrated program in consultation with the departmental advisor. Students are encouraged to take as many courses as possible in history, literature, philosophy, foreign languages, and other fields related to their specialization. For the Art History major a minimum of 11 courses must be completed in the following way:

1. Fa 101-102 Introduction to Art History (2 courses), Fa 103-104 Art History Workshop (2 courses) to be completed by the end of the Sophomore year.
2. Seven additional courses of which four must have Fa numbers above the 300 level and three must have Fa numbers above the 200 level.

At least one course must be chosen from each of the following periods:

- a. Ancient Art
 - b. Medieval Art
 - c. Renaissance through Eighteenth Century Art
 - d. Nineteenth and Twentieth Century Art
3. Fa 401 Seminar in Art Historical Research to be taken during the Junior or Senior year.

Double Majors in the Department must fulfill all requirements for *both* majors.

Studio Art

The major is designed both for the student artist and the student interested in art. The departmental courses are conceived as an integral part of the liberal arts curriculum, and the studio major provides a solid basis for continuing work in graduate school and art related fields such as teaching, conservation, art therapy, publishing or exhibition design.

Studio Art Majors are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. The program is to be worked out in consultation with the departmental advisor.

1. Fs 101-102 Foundations of Studio Art (2 courses)
2. Fa 101-102 Introduction to Art History (2 courses)
Fa 103 or Fa 104 Art History Workshop (1 course)
3. Seven additional courses with Fs numbers. These must include at least two 300 level courses and the senior project (Fs 498). Students must have taken at least 4 semesters of work relating to their senior project prior to the Senior year.

During their Sophomore year students intending to major in studio are asked to present a portfolio and to discuss their choice with the Department.

Major in Biology

The goal to be attained by the student is knowledge and understanding of the fundamentals of biological science. The biology program provides a foundation for advanced study in biology and health related professions, as well as preparation for other careers. Formal course offerings, laboratory work, and individual research projects under the guidance of a faculty advisor offer the student opportunity for individual initiative and creativity.

Requirements: One year each of general chemistry,

organic chemistry, and physics, each with the accompanying laboratory course, and one year of calculus. Within the department, the following courses are required: Introductory Biology and Laboratory (Bi 210-212, Bi 211-213), Genetics and Laboratory (Bi 300-301) and Bacteriology and Laboratory (Bi 310-311). Three additional upper division elective courses in biology, exclusive of Undergraduate Research and Tutorial, complete the minimal requirements. Students planning to pursue graduate studies are advised to take additional courses, with biochemistry, physical chemistry, and analytical chemistry being specially recommended.

Although there is no formal major in biochemistry within the department, students interested in a program involving courses presently being offered by the Biology and Chemistry Departments and providing a concentration in biochemistry may consult the Department Chairperson for further information. A major program will be worked out by the student and a faculty advisor according to the regulations listed under the heading "Independent Major" in this bulletin.

Major in Chemistry

The Chemistry Department offers a flexible curriculum to those who wish to acquire a knowledge of chemistry—the science of molecules, how molecules are structured and how molecules behave—within the environment of a liberal arts college. Two levels of concentration are offered to the chemistry major. First, there is the professional degree program intended for students who wish to prepare for graduate school as well as for those who will enter the chemical profession directly from college. Second, there is a degree program requiring a lesser concentration in chemistry for those students who wish to combine molecular science with intensive studies in other disciplines, such as computer science, mathematics, economics, social sciences, business, law, humanities, psychology, medicine, physics or biology.

Requirements: Two semesters of general chemistry (Ch 117-118 or Ch 109-110) and laboratory; two semesters of organic chemistry (Ch 231-232) and laboratory; one semester of analytical chemistry (Ch 351) and laboratory; three semesters of physical chemistry (Ch 475, 476, 571); one semester of inorganic chemistry (Ch 520); two advanced electives (numbered in the 500's) one of which must include a laboratory as part of the course. Physics and calculus are taken in the first year along with general chemistry. Intermediate calculus should be taken the following year. Two semesters of German are strongly recommended and should be taken during the first three years. For the professional degree program, the recommendations of the American Chemical Society's (ACS) Committee on Professional Training should be followed: a second semester of analytical chemistry; a semester of qualitative organic analysis, one semester of physical chemistry laboratory, advanced work in senior year in the traditional areas of chemistry or in areas such as independent research or advanced courses in mathematics or sciences given outside the department. The Chemistry Department is approved by the A.C.S. Committee on Professional Training.

Major in Classical Studies

Classical Studies offer an experience of liberal education through the study in the original and in translation of two great literatures which have contributed to the formation of

Western culture. These include intensive readings in Homer, the historians, the tragedians, and the lyric poets, Plato, Aristotle and later philosophers. Also included are readings in the Roman interpretation of the Greek experience, and a view of the Christian patristic synthesis of Christianity and *paideia*.

Cooperation with other departments makes integrated programs possible. In the past, students with a major in Classics have gone on to do distinguished work in classical studies, law and related fields at universities across the country.

Requirements: for a major in Greek, 10 courses. For a major in Latin, 10 courses. For a major in Classics (Latin and Greek) 12 courses, which may include either Elementary Greek (2 courses) or Elementary Latin (2 courses), but not both.

Major in Economics

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. The introductory course, Ec 131-132, is a survey of economic problems, policies, and theory; and required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade, economic development, economic history, capital theory and finance, Soviet economics, comparative economic systems, labor economics, statistics, econometrics, industrial organization, consumer economics, and urban economics. A total of ten three-credit courses is required for the major, including Principles of Economics (Ec 131-132), Microeconomic Theory (Ec 201 or 203), Macroeconomic Theory (Ec 202 or 204), and any six electives.

Students from the School of Management may choose Economics as an area of concentration. The concentration consists of seven courses, including Principles of Economics (Ec 131, 132); Microeconomic Theory (Ec 201 or 203); Macroeconomic Theory (Ec 202 or 204); Statistics for Management (Ec 151); and any two electives. Students with a serious interest in economics, however, are urged to take at least ten courses, the equivalent of an Arts and Science major. Finally, all SOM students, regardless of their area of concentration, are required to take Principles of Economics (Ec 131-132) and Statistics for Management (Ec 151).

A student choosing to do honors work in economics, whether in a college honors program or not, does independent research and writes an honors thesis under the guidance of an individual professor. The thesis proposal must be approved by the department Honors Committee and must be begun by the initiation of classes in the fall term of senior year. Honors students must also select the following courses: Honors Microeconomic Theory (Ec 203); Honors Macroeconomic Theory (Ec 204); a full-year of Econometrics (Ec 327-328); and at least one elective from the Departmental Seminar Series.

Honors is conferred by a vote of the Honors Committee at the end of the student's senior year. Students planning to do graduate work in economics should enter the honors program. Students with outstanding records are also encouraged to elect one or more graduate courses in their junior or senior years.

Non-honors students with strong analytical ability are urged to fulfill their micro and macro requirements by taking Ec 203 and Ec 204 rather than Ec 201 and Ec 202. Students with good mathematical backgrounds should take Ec 327 and Ec 328, Econometrics, rather than Statistics (Ec 221)

and Regression Analysis (Ec 222). Students planning to do graduate work in economics should be sure to take Ec 711, Mathematics for Economists, or its equivalent in courses from the Mathematics Department.

The major in Economics provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists may take up positions as high school or college teachers, as researchers for government agencies or business firms, as administrators or in management positions.

Major in English

New requirements for the English major took effect in the Fall of 1974. The total number of required courses is 8 beyond the 2 Core courses. There are two ways in which the Major can be satisfied. First, the courses may be distributed among various periods and genres (one course in Medieval language and literature, one course in pre-1900 literature, one course in criticism, one course in poetry, and one course in another genre). Second, a student, with the aid and approval of an advisor, may design a sequence of courses to be taken in connection with the student's own interests.

English 102, Studies in Poetry, and English 101, Theory and Practice of Criticism, are considered to be a valuable introduction to the Major field. The Analogy Program (offered every other year), in which students and teachers plan together the courses to be offered, has proven highly successful during its years of operation. In addition, the Department offers courses specifically designed for non-majors and for majors with particular vocational interests, such as law.

Since the tools employed in the study of literature have applicability beyond this specific use, the study of literature may easily be considered to be a part of what has traditionally been called a liberal education. Furthermore, since language is our most important mirror of the human mind, and since literature affords opportunities to study character and action in all their variety the English major provides an important training for any field in which understanding of human behavior is highly valued.

Majors in Geology or Geophysics

An undergraduate in the Department of Geology and Geophysics may develop a program with emphasis in Geology, Solid-Earth Geophysics, and Fluid-Earth Geophysics (Physical Oceanography and Meteorology), or may formulate a more general course of study in Earth Science. Within the broadly defined constraints discussed below, programs are individually designed to meet the interests and professional objectives of each student. It is recognized that students may wish to major or have concentration in the earth sciences for a variety of reasons including:

- 1) a desire to work professionally in one of the earth sciences,
- 2) a desire to obtain an earth science foundation preparatory to post-graduate work in environmental studies, resource management, environmental law, or other similar fields where such a background would be useful,
- 3) a desire to teach earth science in secondary schools, or
- 4) a general interest in the earth sciences.

Broadly speaking, earth scientists seek by investigation to understand the complicated dynamics and materials that

characterize the earth. For some, the emphasis is on the composition, structure, and history of the earth; for others, investigations are aimed at understanding geologic processes and the modifications of materials they produce. In all the earth sciences, the tools and principles of mathematics, physics, chemistry, and bio-sciences together with those unique to the fields of geology and geophysics are focused on the studies of the earth. For those planning careers in the earth sciences, therefore, supplemental work in a variety of sciences is required.

Any major in Geology and/or Geophysics may elect to enroll in the Department Honors Program, provided a satisfactory scholastic average has been maintained (3.3 in the major 3.2 overall). Application to the program should be made no earlier than the beginning of the junior year and no later than the beginning of the senior year. Each applicant must have a faculty advisor to supervise the proposed research project. Honors will be awarded upon: a) successful completion of a thesis based upon the proposed research project as evaluated by the faculty advisor; b) approval by the Undergraduate Program Committee of the thesis and the candidate's academic record.

Geology

Students majoring in Geology will take the following courses beyond Physical and Historical Geology: Mineralogy, Optical Mineralogy, Petrology and Petrography, Structural Geology, an approved field experience (e.g., summer field camp, Ge 225, etc.), a minimum of two semesters of Calculus, two semesters of Physics, and two semesters of Chemistry. The Department strongly advises four semesters of Calculus for anyone planning a professional career in geology. Elective courses both within and outside the Department will be determined by the student and his or her advisor.

Geophysics

Students majoring in Geophysics will fulfill the following course requirements: Physical and Historical Geology, Mineralogy, Structural Geology, two semesters of Chemistry, six semesters of Mathematics, four semesters of Physics, two semesters of Geophysics. The student will plan an elective program in consultation with his or her advisor leading to an understanding of either Solid-Earth Geophysics (Seismology, Gravity, Geomagnetism, Heat Flow, Exploration Geophysics) or Fluid Geophysics. Courses in computer science are highly recommended in the elective program.

Students in either the Geology or Geophysics major are urged to fulfill at least one of the elective courses with a project-oriented research course. Students may propose substitutes for particular course requirements to the department undergraduate policy committee.

Geology-Geophysics

Students may major in the combined area of Geology-Geophysics by fulfilling the requirements for each of the separate programs. This major may be desirable for those seeking the advantages of both programs; students are cautioned, however, that this combined program is clearly more intensive than the separate majors.

Major in Germanic Studies

The major in Germanic Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and to provide the back-

ground for graduate study in the field.

Students majoring in Germanic Studies are required to complete a total of 12 courses within the following curriculum:

- 1) Composition and Conversation (2)
- 2) History of German Literature (2)
- 3) Four semester courses in German literature or culture (4)
- 4) Two semester courses in subjects related to German culture such as the following: Dürer and His Contemporaries (Fa 341), Adolf Hitler and the Third Reich (Hs 143), Rise of Modern Germany 1815-Present (Hs 441-442), Nietzsche—Prophet of Nihilism (Pl 421), Philosophy of Karl Jaspers (Pl 431), German Existentialism (Pl 458), Marx and Weber: The Origins of Society (Pl 509). Other courses of this nature can be taken subject to the approval of the department. (2)
- 5) Two electives either in German literature (in German or in English translation), or in a second foreign language. (2)

Subject to departmental approval, the Honors Program in German is offered to interested students who maintain a cumulative average of at least 3.3 in German. These students are advised to begin in the second semester of their junior year, under the direction of a member of the Department, a research project which will lead to an Honors Thesis.

Major in History

The Department of History offers the undergraduate student a variety of courses in Ancient, Medieval European, Early Modern and Modern European, Russian, East European, United States, Latin American, Asian, Near East, and African History. Careful planning, with the advice of faculty members, can provide the student with a sequence of courses which will prepare him or her for the fields of law, government, and the foreign service, and for a career in various international organizations, in journalism, or in teaching at the elementary, secondary, or college levels.

A history major is required to take a two-semester sequence in European Civilization since the Renaissance (selection from any course Hs 001-002 through Hs 093-94), and a two-semester sequence in American Civilization (Hs 181-182). Students planning to concentrate in history are encouraged to take European Civilization in their freshman year, and American Civilization in their sophomore year. Once they have fulfilled these requirements they will have acquired the prerequisite for most elective courses in junior and senior years. Beginning students who have advanced placement or who have successfully passed the departmental qualifying examinations, offered annually in the fall, may substitute an upper-division course in European or American history for these required courses.

In addition to the prescribed courses listed above the history major will be required to complete 8 courses in upper division electives in history, including at least 2 courses in some field of history before 1500 Non-Western. Upper division courses are listed in two categories: intermediate (Hs 150 through Hs 299) and advanced (Hs 300 through 699).

In order to assure a well-balanced program, no more than 4 upper division courses may be earned in any single field. For this purpose the fields are identified as: Ancient, Medieval, Modern Europe, East European and Russian, United States, Latin America, and the Third World.

In order to facilitate the introduction of research techniques the department offers a variety of Readings and Research opportunities. These projects must be arranged be-

tween the individual student and professor, and then receive the permission of the departmental chairperson. No more than 2 courses completed in this fashion will count toward the history major degree.

Independent Major

While under normal circumstances students are advised to follow the formal educational programs offered by the departments, in rare instances, for those students with special interests or needs which cannot be satisfied in a regular major, or double major, the College provides an extra-departmental major called an "Independent Major". This major requires a student to plan, with the aid of a faculty advisor, an interdisciplinary program involving at least ten upper division courses, normally extending over no more than three departments, and selected in accordance with a clearly defined unifying principle. Such proposed majors should be submitted in writing to the Dean's office before the end of a student's sophomore year. The Dean will arrange a review of each proposal before the Committee on Independent Majors, and this committee will rule on the application and will insure that the major will be comparable in depth and coherence to a typical departmental concentration. Independent majors in American Studies should consult information under that heading.

Major in Linguistics

The Department of Slavic and Eastern Languages administers a program of concentration in General Linguistics. Combined study with classical or modern languages and literatures, or with social sciences, philosophy, theology, or even with natural sciences, constitutes the essential nature of this program.

The regular program leading to a Bachelor of Arts degree in Linguistics requires a minimum of 12 courses in advanced courses of study and research on matter of a linguistic or philological nature. Students majoring in Linguistics will be required to have proficiency in at least one classical and one modern language and to acquire a working knowledge of at least two additional language areas.

Departmental honors in Linguistics are awarded by citation for outstanding performance in a challenging and active research program.

Major in Mathematics

The mathematics curriculum is designed to provide a solid foundation in the main areas of mathematics and in addition to provide some introduction to peripheral areas. Course work is offered in preparation for careers in mathematics as well as for graduate study in mathematics, computer science, and industrial management.

The following mathematics courses (or their equivalent) are required: Mt 102-103, an introduction to calculus, and Mt 060-061, an introduction to computer programming in BASIC, in the freshman year; Mt 202-203, a continuation into multivariable calculus, and Mt 216-217, an introduction to linear algebra, in the sophomore year; Mt 302-303, special topics in advanced calculus, in the junior year. Well prepared students can omit some of these courses and be placed directly into more advanced courses upon recommendation of the chairperson.

In addition to the above courses, two electives at the course level of 400 or above complete the minimum re-

quirements for a student graduating as a mathematics major. Generally, students will take many more than this minimum. The department also strongly recommends that its majors take courses in the Department of Physics or some other area outside the Department of Mathematics which use a substantial amount of mathematics.

The department offers to qualified students the opportunity to graduate with Departmental Honors. For this a student must: (a) complete successfully Mt 212-213, Mt 312-313, Mt 316-317; (b) complete successfully at least six other courses at the level of 400 or above including at least one two-semester course from among Mt 440-441, Mt 812-813, Mt 814-815, or Mt 816-817; (c) maintain at least a B average in the 12 courses listed in (a); (d) participate in an independent reading or research project. This requirement may be fulfilled by doing extra reading or research in one of the advanced courses (level 400 or above) the student is taking, subject to the approval of the professor. The departmental Curriculum Committee, at the student's request, may waive one or more of the preceding requirements.

Major in Philosophy

Philosophical study at Boston College provides the opportunity for open-ended inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: Ancient, Medieval and Contemporary; American and Contemporary Continental Philosophy; Philosophy of Religion, Philosophy of Science and Russian Philosophy. In addition to these areas of specialization, provision is made for interdisciplinary programs. Working under the guidance of a faculty advisor students can design a well-balanced program that will thoroughly ground them in the history of philosophy and yet allow for development of their major interests.

Special sections of "core" philosophy courses are also planned for philosophy majors. Undergraduate students may, with the approval of the chairperson and the individual professor, enroll in certain of the graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor and replace one course for three credits, extendable to six credits. Senior majors may work out a special research program as a substitution for normal course requirements. The Department also participates in the Scholar of the College Program, details of which are to be found in the general catalog description of the Program.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.

Major in Physics

The Department of Physics offers alternative courses of study leading to the B.S. or the A.B. degree.

The B.S. program is primarily for students planning a professional career in physics. Courses are in classical and modern physics and emphasize physical concepts and experimental methods. Necessary mathematical skills are provided to prepare the student for advanced study. The laboratory program offers broad experience in experimental physics and opportunity to work closely with faculty and graduate students on advanced research projects. Minimum

degree requirements for the B.S. are: ten approved courses in physics of which at least eight are numbered above 301; Ph 203-204, Ph 405-406, and either Ph 505-506 or Ph 535; mathematics through the level of advanced calculus; and two courses in science outside of physics. The normal physics major program includes the intermediate level courses Ph 321, 322, 401, 402, 411, 412, plus appropriate electives.

The A.B. program is intended for students who desire a comprehensive understanding of physical science, but do not plan to do graduate work in physics. Substantive physics courses emphasizing physical understanding with a minimum reliance on mathematics are combined with a laboratory program designed to meet the individual interests of the students. An integral part of the A.B. program is an examination of the role of science in our contemporary technological society. Minimum degree requirements for the A.B. are: eight approved courses in physics of which at least four are numbered above 212; two credits of introductory laboratory; Ph 405-406; two courses in calculus; and two courses in science outside of physics.

Waivers of departmental requirements are made by recommendation of the departmental Undergraduate Affairs Committee with approval of the chairperson.

Any physics major with a satisfactory scholastic average (3.3 or higher) who wishes to conduct a program or independent research may apply for entry into the departmental honors program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of junior year and no later than the first quarter of senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon: a) Satisfactory completion of a thesis based on the research project; b) Demonstration through an oral examination of a broad comprehension of physics in general and the special field of the thesis. The examining committee shall consist of a two member faculty Honors Committee and one additional examiner from the physics faculty or graduate student body.

Major in Political Science

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, journalism, graduate work, and teaching in the social sciences.

Requirements: All students in the department are required to take Fundamental Concepts of Political Science as the first course. A minimum of 8 courses should be taken in Political Science electives distributed among each of the following areas: American Government, Comparative Government, Political Theory and International Politics. Students who select Urban Affairs as the area of concentration may reduce their elective courses in political science from 8 to 7.

Major in Psychology

The undergraduate program in Psychology is designed to meet the needs of three classes of students: a) those who wish a sound cultural background in the study of behavior; b) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of professional graduate study; and c) those who wish a basic understanding of human behavior as a supplement to some other major field of concentration.

As a registration aid to undergraduate majors, the Psy-

chology Department requires its majors to obtain faculty advisement and participate in the Departmental Pre-Registration which is held each semester, one week prior to the regular University Registration.

Students majoring in Psychology must meet the following requirements:

1. Introduction to Psychology in their first year. These courses—Introduction to Psychology as a Natural Science (Ps 073) and Introduction to Psychology as a Social Science (Ps 074)—may be taken in either order.

2. Statistics (Ps 190) in their second or third year.

3. One of the various research practica in either their third or fourth year.

4. At least one elective from the following: Learning Theories (Ps 144), Sensation and Perception (Ps 143), Physiological Psychology I and II (Ps 150 and Ps 151), Cognitive Psychology (Ps 147) or Evolution of Behavior (Ps 270).

5. At least one elective from the following group: Personality Theories (Ps 101), Social Psychology (Ps 131), Social Structure and Behavior (Ps 121), Developmental Psychology (Ps 136), or Abnormal Psychology (Ps 139).

6. Two additional electives, for a minimum of eight Psychology courses. Courses designed primarily for nonmajors (those with numbers below 070) are not to be included among the eight counted toward a major.

7. In addition, Psychology majors must take two departmentally approved courses in mathematics (Mt 004-005, Mt 014-015, Mt 072-073, Mt 100-101, or any Mt course above Mt 100-101) and two courses with laboratories in either Biology (Bi 110-112, Bi 210-212, Bi 130-132), Chemistry (Ch 101-102, Ch 109-110) or Physics (Ph 111, 112, 183, 184; with lab 101, 102).

Students interested in graduate training and a professional career in Psychology are strongly urged to take History of Psychology (Ps 215), preferably in their senior year, and to concentrate their choice of electives in the two groups of basic courses listed under (4) and (5) above.

Courses with numbers below 070 are primarily for nonmajors to meet core requirements and do not satisfy requirements for majors. Each course is designed to achieve considerable breadth of coverage organized under a guiding theme. Nonmajors may take Ps 073 and Ps 074; however, these courses will not fulfill the core requirement for nonmajors.

The Psychology Department offers two undergraduate concentrations to its majors: (1) Psychology-Speech Pathology and (2) Psychobiology. Persons intending to seek admission in either of these concentrations should make application to the Chairperson of the Psychology Department preferably during their freshman year.

Major in Romance Languages and Literatures

The Department of Romance Languages and Literatures offers courses in French, Italian, Portuguese, and Spanish. Students majoring in this discipline may concentrate in French, Italian, Spanish and Portuguese—the latter by arrangement with the Chairperson. They may also take Arabic or Chinese as second languages. Twelve courses must be completed by majors within the following curriculum of courses:

- 1) Advanced Composition (2)
- 2) Survey of Literature (2)
- 3) A minimum of two period or genre courses in literature (4)

- 4) Two electives to be chosen from the following:
- a) A second foreign language (2)
 - b) Comparative or Interdepartmental course (2)
 - c) A third period of the major literature (2)
 - d) Cultural backgrounds of literature (2)
 - e) Phonetics (1)
 - f) Advanced Conversation (1)
 - g) Linguistics (1)

It is recommended particularly to majors who intend to go on to graduate work, that they initiate the study of a second foreign language in their sophomore year. For this purpose, courses may be taken in any of the languages listed above.

The major curriculum in Romance Languages is designed to give students an active command of one foreign language and at least a working knowledge of another, a broad insight into the literature and culture of other nations, and a solid preparation for graduate studies in the field.

Although many language majors begin their sequence by taking Survey of Literature in their freshman year, it is possible to major in Romance Languages with only two years of high school preparation. (Students who begin the study of the major language in college should plan to take an intermediate course during the summer following their freshman year.)

Students who plan to major in Romance Languages should consult the Chairperson of the Department with respect to their qualifications and the organization of a program to suit their individual needs and objectives.

The Honors Program in Romance Languages and Literatures is offered to students majoring in French, Italian or Spanish. Students must maintain a cumulative average of 3.0, and an average of 3.3 in their major field to qualify for Departmental Honors and must secure permission of the Chairperson to enter the program.

Program for Majors in the School of Education

Plan A

1st year	Survey	2
*2nd year	Advanced Conversation	2
	Century Course	2
3rd year	Advanced Composition	2
	Cultural Background	2
4th year	Century Course	1
	Department Elective	1
		<hr/> 12 courses

* The courses suggested for Sophomore and Junior years may be taken in any order so long as all four courses are completed before Senior year.

Plan B

1st year	Composition, Conversation, and Reading Course (R1 101-106 inclusive)	2
2nd year	Survey	2
	Advanced Conversation	2
3rd year	Advanced Composition	2
	Cultural Background	2
4th year	Century Course	1
	Department Elective	1
		<hr/> 12 courses

Major in Russian

The Department of Slavic and Eastern Languages offers an undergraduate major in Russian. The major consists of twelve courses beyond the intermediate level, chosen equally from the upper-level literary and linguistics courses offered in the Department.

Departmental honors in Russian require training in a second Slavic language, and a comprehensive examination.

Major in Slavic Studies

The major in Slavic Studies, administered by the Department of Slavic and Eastern Languages, offers a controlled interdisciplinary alternative to concentration on language and literature alone. Each program is individually composed from offerings in the entire range of Russian and East European area studies available at Boston College, and all programs require at least 12 3-credit courses in non-introductory work from a minimum of three areas of study.

Departmental honors in Slavic Studies require a senior research project and broad language proficiencies.

Major in Sociology

The undergraduate program in sociology is designed to satisfy the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interaction. In occupational terms, this program prepares students for graduate study in sociology, social work, urban affairs, governmental administration, criminal justice, the law, industrial organization, education, etc. The sociological perspective in general and the technical knowledge and skills developed in the program contribute to personal growth and are useful in a broad range of occupations.

The social science core requirement: This requirement may be filled by taking any courses numbered Sc 001-Sc 099; the themes of these courses are concerned with the many groups that the individual forms—families, tribes, communities, and states, and a great variety of social, religious, political, business and other organizations that have arisen out of living together. A course numbered Sc 100 or below is a pre-requisite for all higher numbered courses.

Sociology Major Requirements: Students entering the College of Arts and Sciences in Fall 1978 and thereafter must take ten courses in the department (students enrolled prior to Fall 1978 must take eight courses), including Sc 100 (or Sc 001), Sc 200, Sc 215, and Sc 210; the remaining elective courses may be taken at any point in one's curriculum; of these electives, at least three must be courses numbered 300-699.

Major in Speech Communication and Theatre

All undergraduates may elect course work in speech communication and theatre, and students in the College of Arts and Sciences or the School of Education may enter major programs in either discipline. Studies in speech pathology and audiology are open to Elementary Education majors in the School of Education and A&S students in the department of Psychology. Study begins with Sa 172 Introduction to Speech Pathology and continues through a planned sequence of courses culminating with clinical experience.

Majors in Communication must complete eleven courses

(33 credit hours) in their program of study. These students take at least one class in each of the four areas included in the Communication curriculum. In the first of these areas, students are challenged to improve their oral communication of ideas, and the department has designated Sa 101, Formal Speaking in Public, to meet this requirement. The second area in the study program is concerned with the development of speech theory and practice over the centuries, and in this area, majors are required to take Sa 106, Man & Communication. Studies in the mass media with a major emphasis on radio, television and journalism, comprise the third area. It is expected that communication majors will do course work in two of these media, but they will concentrate in one of them. (Most students do much of their classwork in this third area, but some take numerous courses in the second.) Finally, students in the major program must take one of the several courses which evaluate the media critically.

Majors are reminded, however, that, with departmental consent, they may take two of the courses in their eleven course program in an allied discipline, preferably in one of the social sciences.

Communication majors are also encouraged to complete partial internships in the media, working at TV and radio stations, or writing for newspapers, magazines, and public relations firms. However, internships are opened only to such students who have achieved and retain a cumulative grade point average of 3.2 or better in all their course work. Interns may begin their work experience in the second semester of their junior year. The students must also have completed pertinent course work in the area in which they will intern.

It should be noted that all courses in the Sa 100 area may be taken by students in partial fulfillment of the university core curriculum under humanities. (These are the so-called cluster courses.) This requirement is for two courses which represent a logical sequence. Department faculty should be consulted on this matter.

The Theatre Program is planned to provide a broad education in the humanities. A study of theatrical history and dramatic literature concentrates on the contribution of theatre to the development of Western civilization. Courses in the technical and performance areas provide the student with an understanding of and creative involvement in the theatrical experience. Major requirements are: Sa 141, Sa 144, Sa 145, Sa 146, Sa 242, Sa 243. Other courses are to be selected after individual counseling. A laboratory requirement, which will be certified on the student's academic record, consists of participation in back stage crew work in at least one major production each year.

Majors in Theatre must complete a program of ten courses (30 credit hours); however, they can, with departmental consent, elect two of these courses in allied disciplines such as English.

It is important to note that Theatre courses at the 100 level may be employed to meet, in part, university core curriculum requirements under the humanities. (These are included in the so-called cluster courses.) Students selecting classes for this purpose must be sure that their choices reflect a logical progression. Consultation with department faculty is recommended.

Major in Theology

Boston College offers to theology majors opportunities and programs unmatched among major universities. The department has over thirty full-time faculty members and draws upon the services of some twenty other adjunct members.

Advanced majors can cross-register into some 700 courses taught by 150 faculty members in the other eight schools of the Boston Theological Institute: Andover Newton Theological School, Boston University School of Theology, Episcopal Divinity School, Harvard Divinity School, Gordon-Conwell Theological Seminary, Holy Cross Greek Orthodox Seminary, Saint John's Seminary, Weston School of Theology. In short, majors have ready access to the resources of one of the world's great theological centers.

The discipline of theology is an intellectual reflection upon the experience of faith. Students major in it for a variety of reasons: as preparation for eventual academic or religious careers, as background for work or teaching in religious education, as an intellectually or personally integrating liberal arts experience, or simply, in conjunction with other academic or career objectives, as an aid to a more effective personal assimilation of the riches of the Western religious tradition.

For this reason, the department's student advisory system arranges, according to each student's needs and abilities, an individualized program within the following framework (includes university core requirements):

Introductory Courses (usually core or level one)	4
Seminar for Majors (usually 2nd or 3rd year)	1
Level Three Electives (with at least 1 course from each of the following three areas: Bible, Church History, Systematic Theology)	5
	<hr/> 10 courses

Majors are encouraged to engage in cross-disciplinary work, especially with other humanities departments and the social sciences. Outstanding students are encouraged to write honors theses or become Scholars of the College.

Special Programs

In addition to the Areas of Major Study offered by individual departments, a variety of special programs is available. While no one of these is to be assumed a major, it is possible, in some of them, to develop a major program; and all of them are designed to provide a coherent grouping of courses drawn from various disciplines and focused around a specific theme. Through such programs, a student can integrate or enrich an academic program, even if it is not a major.

American Studies

American Studies is an interdisciplinary program which offers a major through the mechanism of the Independent Major. It is still under review and its existence as an established major program has not yet been decided. Students interested in this program should apply to the Director of American Studies, who will refer them to an appropriate advisor. After review of their applications by the American Studies Committee, the students will develop an academic program in conjunction with their advisors. The programs will then be submitted to the Independent Major committee for final approval.

The general program for American Studies majors involves a concentration in either History, English, Political Science, Sociology, or Economics, courses in some other aspect of the American experience and a two-semester

interdisciplinary senior seminar. Advisors will be assigned according to the students' fields of concentration.

In addition to the many academic courses offered pertaining to various aspects of American civilization, the activities of the American Studies Association provide valuable extracurricular support to the program. Students interested in American Studies should contact Prof. Alan Lawson of the History Department, Hovey House, 232-0707.

Black and Third World Studies

The Black and Third World Studies Program at Boston College has developed along interdisciplinary lines, allowing students to examine a variety of approaches to solving problems faced by the Black community in America and Third World peoples in developing nations. Related courses are offered in various departments in the university.

Boston College also has a cross-registration program with Boston University, Massachusetts Institute of Technology, Simmons College, and University of Massachusetts (Boston). Under this program students are allowed to take Black and Third World Studies courses which are not offered at Boston College. Interested students should contact the Administrative Assistant in the Black and Third World Studies office, Lyons 301.

The Cambridge Humanities Seminar

The Cambridge Humanities Seminar is a collaborative effort by universities in the Boston-Cambridge area to enrich and diversify their interdisciplinary offerings in the humanities at an advanced level. The program is centered at M.I.T. and offers subjects to students in the humanities at participating universities during the last two years of undergraduate and the first two years of graduate work in an area of scholarship periodically determined by its membership. The program currently involves faculty in literature, history, philosophy, and fine arts. Its current subject is the idea of the past as it plays a role in the study of various cultural activities. All subjects have limited enrollment. For further information contact Prof. William Youngren, of the English Department, Carney 428, x3733.

Environmental Studies

The Environmental Studies Program, under the direction of Professor George Goldsmith, assists students in the design of interdisciplinary projects and programs dealing with environmental matters. Through it, students have access to environmental facilities and resources at fourteen area institutions.

Students in the Environmental Studies Program must major in a specific discipline. They may, however, develop a related concentration in environmental studies by choosing relevant courses from the offerings of various departments on the BC campus and, in some instances, on the campuses of those institutions which have consortial arrangements with Boston College. Credit can also be obtained for independent study and internships with various environmental groups, both government and private.

The Environmental Program sponsors, from time to time, special programs aimed at increasing environmental awareness. Those interested in pursuing studies in this area should contact the Environmental Center, Prof. George Goldsmith, Higgins 453, x3592.

Irish Studies

Irish Studies offers an interdisciplinary approach to Irish and Irish-American culture that includes social and political history, literature, art, and sociology. Information about

specific courses can be obtained from Prof. Adele Dalsimer in the English Department, Carney 439, x3723.

Medieval Studies

This interdisciplinary program is designed to give undergraduates a comprehensive view of the medieval period, including such subjects as history, geography, linguistics, literature, art, philosophy, theology, and science. Information about this program is available from Prof. Joseph Longo, of the English Department, Carney 449, x3708.

Music Program

Under certain circumstances, an Independent Major in music can be designed. Most often, however, this interdisciplinary program is designed to provide the student with an intellectual understanding of Western Music as a science and art. Like other special programs, it presents the opportunity to enrich an academic program outside of a major developed in another department. Courses in the history of music include comprehensive analysis of music from the ninth century to the present, outlining major musical forms from simple A B A and Rondo to Sonata-Allegro and Symphonic Poem, from folk song to opera, from organum to fugue. Theory courses include study of chordal structure, counterpoint and instrumentation. Courses specializing on specific periods in history such as Baroque, Classical, Romantic and Contemporary, as well as the theory courses, are identical with courses which elsewhere comprise requirements for the music major within a liberal arts curriculum. Piano Performance, the study of music's foundation instrument, is also offered.

Music studies are available to all undergraduates within the university. Attendance at concerts on campus as well as by the Boston Symphony Orchestra, the Boston and Metropolitan Opera companies, visiting artists and orchestras are considered as part of the student's study. For pre-medical, pre-law and business majors, the study of music provides a life-long enrichment. For majors in the Humanities, the music courses offer the study of poetry in tonal art. Information may be obtained from Dr. Olga Stone, Director of Music Program, St. Mary's House, Newton Campus, x4438.

Program for the Study of Peace and War

Since its inception in 1971, the Boston College Program for the Study of Peace and War has provided students with opportunities to study and act upon questions related to violence and conflict management. The goal of the program is to challenge the university community to confront the nature of war and injustice, explore alternatives to these problems, and to construct new institutions and values which encourage peaceful relationships among individuals, groups, and nations.

Two interdisciplinary courses, Perspectives on War, Aggression, and Conflict Resolution, Part I & II, form the core of the program. Instituted in 1974, these courses have involved faculty from the departments of history, sociology, theology, philosophy, psychology, economics, physics, and political science. Perspectives, I is devoted primarily to an investigation of the causes of war and conflict while Perspectives, II presents a series of alternatives to war and injustice.

A student who is interested in pursuing further studies in this area may elect two other interdisciplinary offerings. One such course, The Crisis of World Hunger, offered jointly by the economic, sociology and theology departments, is an investigation of the nature of the world hunger problem

from various perspectives. Its sister course, entitled Energy and Global Conflict, explores the implications of increasingly scarce energy resources for actual and potential international conflict. Both courses seek to integrate analysis of the problems with prescriptions for solutions.

In addition to the four interdisciplinary courses sponsored by the program, an interested student may elect other courses from within the university to build an integrated program in Peace Studies. While curriculum development has been our main focus, the program also sponsors numerous extracurricular activities. We conduct a regular film series, sponsor lecture series, and organize conferences on issues of interest to the Boston College Community. Students interested in this program should contact the Director, McElroy 227, x3479.

School of Education

The School of Education was founded in 1952 as the first co-educational undergraduate college on the Chestnut Hill campus. It is one of four undergraduate schools at Boston College and has as its primary mission the professional preparation of individuals who intend to enter the fields of education or other human services. Students may choose to major in Elementary Education, Secondary Education, Special Education, Human Development, or Special Alternative Environments. Many options are also offered within these five majors, e.g. Early Childhood, Speech Science, Bilingual Education, Adapted Physical Education, Reading, Gifted Child, Computer Science, Mathematics, Media and Fine Arts, and other areas.

Within the Special Education program students may choose to major in teaching children with Moderate Special Needs. Because of state regulations requiring regular certification prior to endorsement as a teacher of children with Moderate Special Needs, students in this program will also fulfill the program requirements in Elementary Education. Students interested in this field are to declare this double major by the end of the Freshman year. Special Education majors may choose to enter the Special Education/Alternative Environments program. This program, which does not lead to teacher certification, is designed for students seeking employment in residential or community education and occupational centers for moderately and severely handicapped individuals. The purpose of this program is to prepare students for work with handicapped individuals in other than regular classroom settings.

Two additional Special Education programs are projected to be available for the Class of 1983. A program for the preparation of teachers of Young Children With Special Needs (preschool handicapped), and a program for teachers of Children With Severe Special Needs will be formalized, contingent upon new state certification regulations which are currently being considered by the state board of education. At the time of this writing, the state board of education is in the process of revising all regulations pertaining to certification of educational personnel in Massachusetts. All programs offered by the School of Education may be subject to revision, depending upon the final form of the anticipated new state regulations. It is possible that new regulations will make it impossible for a student to obtain dual certification in Elementary Education and Special

Urban Affairs

The Urban Affairs Program is designed to introduce the student to the analysis of the complex problems of the American city, including those of race relations, administration, poverty, welfare programs, housing, and finance. The program aims to bring together insights from each of the social sciences in an effort to arrive at a greater understanding of the problems in our cities. Students majoring in any of the five social science departments—Economics, History, Political Science, Psychology, and Sociology—may apply to the chairperson of their major department for admission to the program. Information about the program may be obtained from the History, Economics or Sociology Department.

Education within a four-year program; an additional semester or year may be necessary.

The Secondary Program is taken in conjunction with a major in the College of Arts and Sciences. Currently, the student may follow a program in Art, Biology, Chemistry, Physics, English, History, Mathematics, French, or Spanish, Speech Communication and Speech Theatre, or Theology.

A new major in Human Development is now offered in the School of Education. This new program prepares students for further graduate study in Counseling or Educational Psychology. In fact, it may be considered a pre-Counseling program. It also prepares students for initial entry positions at the end of four years in various psychological and educational settings. The ten-course major gives a strong background in the area of Psychology. It is specifically designed for students who wish to work in non-school settings.

Tentative plans are being made to offer a full major in Computer Science as of September 1980.

Academic Regulations

All students entering the School of Education are to follow a program of study in selected majors and complete University core requirements and electives necessary to fulfilling degree requirements. All programs lead to the degree of Bachelor of Arts.

Requirements for the Degree

1.1 The requirement for the Bachelor's degree is the completion, with satisfactory cumulative average (at least 1.5), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years.

1.2 Within the 38 courses, the following 12 courses, comprising the university core curriculum, are required of all students. Students are advised to select core courses very carefully, making sure they satisfy the core in each department in Arts and Sciences. Identification of the core courses can be determined by contacting the appropriate department head in Arts and Sciences and by reference to each semester's Schedule of Courses. Students are encouraged to complete core courses in the freshman and sophomore years.

2 courses in European History

2 courses in Philosophy

2 courses in Theology

2 courses in either Natural Sciences or Mathematics

30 / Undergraduate Education

EDUCATION

2 courses in Social Sciences (including Sociology, Political Science, Economics, Psychology or Education)

2 courses in Humanities (including English, Foreign Languages, Fine Arts, Music, Speech Communication and Theatre.)

1.3 The remaining 26 one-semester courses include education major courses (which vary with the particular field of concentration) and electives. Those students majoring in a liberal arts area will complete the same courses in their major as are required of Arts and Sciences students.

Normal Program

2.1 Program Distribution: The normal course load for freshmen, sophomores, and juniors is five (5) courses each semester; for seniors, four (4) courses. A freshman or sophomore who wishes to take only four courses may do so but must consult with the Associate Dean. A sixth course may be taken by students whose average is B (at least 2.9). A student whose average is between 2.0 and 2.9 must obtain approval for a sixth course from the Associate Dean, and, as with all courses, from the department involved. Average is here taken to mean the student's most recent semester average or cumulative average, whichever is higher. Any sixth course must be designated as an audit or for credit when registering at the beginning of each semester.

2.2 No more than eleven courses may be taken for credit in one year without special permission of the Associate Dean.

2.3 Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.4 Tuition shall apply per semester as published, even if the student carries the minimum full-time load or less.

2.5 Acceleration: Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

2.6 The only courses which a student, after admission to Boston College, may apply toward a School of Education degree (whether for core, major, or total-course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Office of the Associate Dean is authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross registration programs;
- the Junior Year Abroad Program;
- official college exchange programs;
- special studies programs authorized by the Office of the Associate Dean
- removal of deficiencies incurred by failure, withdrawal from course, or course underload;
- subject to certain restrictions, courses in the Evening College of Arts and Sciences and Business Administration as approved by the Office of the Associate Dean of Education.

Any of the above exceptions granted must be based on prior written approval from the Associate Dean.

Transfer into The School Of Education

3.1 The School of Education expects that students transferring into it from other schools of Boston College will have a record free of academic deficiencies and a cumulative average of at least 2.5 and will complete at least four semesters of full-time study in Education after the transfer.

3.2 For students who have transferred from a College or University other than Boston College, courses which have been granted transfer credit and which are similar to the of-

ferings of Boston College will count toward degree requirements.

Pass/Fail Electives

4.1 In sophomore, junior, or senior year a student may, with the approval of the department offering the course, take an elective course or courses on a pass/fail basis. The course(s) must be in a department other than the one(s) in which the student is majoring; pass/fail evaluations may not be sought in core or major courses. A student must indicate his or her desire to take a course on a pass/fail basis at registration time in the office of the Associate Dean.

4.2 No more than six (6) courses for which the final grade is "pass" will be counted toward a degree.

Fulfillment Of Requirements By Equivalencies

5.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses;

5.2 A student, anytime before senior year, may be relieved of a core requirement without receiving credit by demonstrating, by means of an equivalency examination, to the chairperson of a department that administers courses satisfying the core requirement, that he or she has mastered the content of such a course.

5.3 In certain departments there are courses in which continuation in the second semester is intrinsically dependent upon mastering the content of the first semester. A student who fails or withdraws from the first semester of such a course, may, with the approval of the Associate Dean, be allowed to continue in the course and gain credit and the grade of D- for the first semester by passing the second semester satisfactorily (with a C+ or better if graded). This regulation may be applied also to Pass/Fail electives involving a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first semester in such cases. A list of departments and courses where these regulations apply is on file in the Office of the Dean of Arts & Sciences.

Requirements For Good Standing

6.1 In order to remain in the school, a student must maintain a cumulative average of C- (at least 1.5) as the minimum standard of scholarship and have passed at least nine courses by the beginning of the second year, nineteen by the beginning of the third year, and twenty-nine by the beginning of the fourth year.

6.2 Failure to maintain good standing, either through a low cumulative average or by incurring failures and/or withdrawals, or by taking an underload, will result in the student's being placed on warning, or being required to withdraw from the School, as the Academic Regulations Board shall determine. Unless the student returns to good standing by the approved methods (see Course Make-Up) or should the student incur additional failures or withdrawals, or carry an underload, while on warning, the student will be required to withdraw from the School at the time of the next annual review.

6.3 A student who has not passed seventeen courses after two years or twenty-seven after three years will be required to withdraw. If seven courses are not passed in one year, withdrawal will be required. If a student passes only one course in a semester, the Academic Regulations Board may require immediate withdrawal.

6.4 No student may begin a given academic year in September with more than one deficiency. Three deficiencies within an academic year will mean dismissal. A deficiency

is defined as a failure in a course or a withdrawal from a course.

Course Make-up

7.1 A student who has failed or withdrawn from a course may make up the credit by passing an additional approved course during the regular school year or in a summer session at Boston College (with a grade of at least C-), or at another accredited four-year college (with a grade of at least C-). All make-up courses must be authorized by the Office of the Associate Dean prior to registration in them.

7.2 To make up deficiencies, no more than two approved three-credit courses or their equivalent will be accepted from any one summer session; and no more than a total of three approved three-credit courses or their equivalent will be accepted from two or more sessions in the same summer.

7.3 A student who has been or will be required to withdraw may seek approval of the Associate Dean for summer courses, and may thereby become eligible for consideration for reinstatement. A student who does not receive permission for summer courses or who fails to achieve creditable grades in approved summer courses will not be allowed to matriculate in the School of Education.

Class Attendance

8.1 As part of their responsibility in their college experience, students are expected to attend classes regularly. Students who are absent from class or field experience will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to decide their ability to continue in the course.

8.2 A student who is absent from class is responsible for obtaining from the professor or other students, knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

8.3 Professors will announce, reasonably well in advance, all tests and examinations based on material covered in class lectures and discussions, as well as on other assigned material. A student who is absent from class on the day of a previously announced examination is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

8.4 In cases of prolonged absence, due to sickness or injury, the student or a family member should communicate with the Dean of the Students and the Associate Dean of the School as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to courses should be made with the Associate Dean of the School of Education as soon as the student's health and other circumstances permit.

Professional Field Experiences

9.1 Sophomore and junior field experiences are an essential part of the curriculum in the School of Education. Attendance is required of all students assigned to cooperating school systems and agencies. When a student is absent, it is his or her responsibility to inform the school or agency and the Director of Field Experiences.

9.2 The student-teaching experience in the senior year must be completed by all students seeking certification. A cumulative grade point average of C (2.5) and successful completion of all courses leading to student teaching will be necessary for acceptance. All students will be screened as to their eligibility and any who fail to meet the standards (academic, health, maturity) will be excluded from Student Teaching. Those so excluded will take courses on campus during the semester to qualify them for a degree from

Boston College, but not for recommendation as future teachers. No student will be allowed to overload while taking Student Teaching.

9.3 Experiences in schools and agencies are a vital part of the curriculum in the School of Education. The facilities utilized for these experiences are located in Boston and neighboring areas. Students are responsible for providing for their own transportation to and from these facilities.

International, Out-of-State Program for Undergraduate Studies

9.4 The School of Education's International and Out-of-State Program offers undergraduate classroom and research opportunities in a variety of foreign countries and out-of-state settings. International settings include classrooms in such countries as Switzerland, Ireland, Great Britain, Scotland, and Australia. Out-of-State settings provide opportunities to work on Indian reservations in Montana and New Mexico, rural schools in Vermont, the mid-west, or schools in Colorado and California. For information regarding course work and requirements, contact the Program Director for International/National Programs, School of Education, Campion 115, Boston College.

Leave Of Absence

10.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar (Lyons 101). A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

11.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to the Dean's Office for adjudication.

Grade Change

12.1 In exceptional circumstances, a grade change may be warranted. All such grade changes must be submitted for approval to the Associate Dean's Office no later than six weeks after the beginning of the semester following that in which the course was initiated. This rule applies also to those grade changes that result from the completion of course work in cases where an extension was given to a student by a professor to finish the work after the end of the semester in which the course was initiated.

Degree With Honors

13.1 Honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, is awarded to students with a cumulative average of 3.667 or above; Magna cum Laude, with High Honors, to those with averages between 3.333 and 3.666; and Cum Laude, with Honors, to those with averages between 2.900 and 3.332. Beginning with the Class of 1983 Honors will be awarded on a percentage basis. The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Senior Awards and Honors

General Excellence Award: This award is presented by the Boston College School of Education to a senior for outstanding achievement in all courses of study during his or her four years, and who qualifies for a teaching certificate.

The Blessed Edmund Campion Award: An award presented by the Boston College School of Education for excellence in an academic major.

The Dr. Marie M. Gearan Award: An award presented in Honor of Dr. Marie M. Gearan, a member of the originating faculty and first Director of Student Teaching, awarded to a member of the senior class for outstanding academic achievement, campus leadership, and distinguished success as a student teacher.

The Blessed Richard Gwyn Award: An award presented by the Boston College School of Education to a member of the senior class for outstanding promise as a secondary teacher.

The Rev. Henry P. Wennerberg, S.J. Award: An award presented in Honor of Reverend Henry P. Wennerberg, S.J., the first spiritual counselor in the School of Education, to a member of the senior class outstanding for participation and leadership in school and campus activities.

The John J. Cardinal Wright Award: A good teacher is one who is dedicated to the art of motivating his or her students to learn. This award, in Honor of His Excellency John J. Cardinal Wright, is awarded to that senior who has shown expert use of his or her creativity and imagination in the area of motivation, and in doing so has fully dedicated him or herself to education and educational ideals.

The John A. Schmitt Award: The John Adam Schmitt Memorial Award is given to a member of the Boston College School of Education community who, as Professor Schmitt, has consistently demonstrated compassion for his fellow man, integrity in his dealings with others, diligence in his profession, and courage in the pursuit of what he believed to be right.

The Mr. and Mrs. Vincent P. Roberts Award: An award presented to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the School of Education.

The Council For Exceptional Children Award: Annual award to a man in the senior class—A member of the Boston College Chapter of the Council for Exceptional Children—for demonstration of unusual service dedicated to the care and education of handicapped children.

The Council For Exceptional Children Award: Annual award to a woman in the senior class—A member of the Boston College Chapter of the Council for Exceptional Children—for demonstration of unusual service dedicated to the care and education of handicapped children.

MAJORS IN EDUCATION

Major in Elementary Education

The major in Elementary Education prepares students for teaching normal and mildly handicapped children in regular settings in kindergarten through grade six.

All elementary education majors receive instruction in etiology, identification, assessment and program development for children having mild handicapping conditions. The equivalent of ten semester hours for the non-specialist is integrated into this program which addresses itself to the expanding role of the regular classroom teacher.

Education Course Requirements for the Elementary Major are:

FRESHMAN	University Core Requirements Communication in Education
SOPHOMORE	University Core Requirements Conducting Educational Interactions I Conducting Educational Interactions II Developmental Foundations: Child Growth Educational Measurement Electives
JUNIOR	Methods Teaching Reading Methods Teaching Language Arts Methods Teaching Social Studies Methods Teaching Math Methods Teaching Science History of Western Education Electives
SENIOR	Student Teaching Philosophy of Education Electives

Changes in this program may be necessary to meet new state certification requirements.

Major in Special Education, Moderate Special Needs

This program in Special Education prepares teachers to work with mildly and moderately handicapped children in regular classrooms, resource centers, and in other special educational settings. Students seeking special education must also fulfill the courses in regular Elementary Education.

Students electing this major will enroll in Ed 206, Habilitation of Individuals with Special Needs, during the first semester of the sophomore year. Majors are expected to perform an aide/assistant practicum in the Boston College Campus School for Exceptional Children during the Sophomore year when taking Ed 038, Developmental Foundations. The evaluation of each student's performance in this practicum provides an early indication both to the student and the Special Education faculty as to the student's potential for a career in Special Education. Majors in Special Education will student teach in both regular and special education settings.

The Special Education program provides an excellent background for those who desire to enter graduate studies in this field. The Division of Special Education offers graduate programs in the areas of moderate special needs (learning disorders and behavior disorders) diagnostic and prescriptive teaching, the visually handicapped (including Peripatology), and in the deaf/blind and other multihandicapping conditions.

The State of Massachusetts is presently revising standards for teacher certification. It is possible that new regulations will make it impossible for a student to obtain dual certification in Elementary Education and Special Education within a four-year program; an additional semester or year may be necessary.

Education course requirements for the Elementary-Special Education major are:

FRESHMAN	University Core Requirements Communication in Education
----------	--

SOPHOMORE	University Core Requirements
	Conducting Educational Interactions I
	Conducting Educational Interactions II
	Developmental Foundations:
	Child Growth
	Educational Measurement
	Habilitation of Individuals with Special Needs
	Electives
JUNIOR	Methods Teaching Reading
	Methods Teaching Language Arts
	Methods Teaching Social Studies
	Methods Teaching Math
	Methods Teaching Science
	History of Western Education
	Classroom Management: Children with Special Needs
	Educational Strategies for Children with Special Needs
	Educational Assessment for Children with Special Needs
	Elective
SENIOR	Student Teaching: Elementary
	Student Teaching: Special Education
	Philosophy of Education
	Introduction to Speech and Language Disorders
	Electives

Specializations With Elementary Major

Early Childhood

The specialization in Elementary-Early Childhood Education prepares teachers to work in daycare and early intervention programs, nursery school, kindergarten and early primary-grade settings. To develop teaching competencies, students participate in supervised field experiences in a variety of settings, preschool through second grade. Other placements such as hospitals and museums also may be arranged. A cooperating nursery school near the College is closely affiliated with the Program and provides a place where students can have continuing field experiences over several years.

It is possible as well for students to complete their student teaching overseas through the International Center, for example in British Infant Schools or in English speaking schools in Switzerland. In addition to the regular early childhood program, beginning in the Fall of 1979 students will be able to elect a program leading towards fulfillment of requirements for the new Massachusetts certification: Teacher of Young Children with Special Needs. Students who do not wish to be certified as Elementary Education teachers may take components of the Early Childhood Program in conjunction with the Human Development major.

Students interested in this specialization are to complete an elementary major plus:

SOPHOMORE	Early Childhood Development
JUNIOR	Curriculum and Methods in Early Childhood Education
SENIOR	Student Teaching-Early Childhood
	Issues in Early Childhood Education
	Reading and Language Arts, Preschool through Grade 2
	or

Quantitative Skill Development— Preschool and Kindergarten

The following electives are recommended for Early Childhood specialization. The faculty advisor will guide as to semester and year to take electives:

Children's Literature
Problems in Urban Education
Elementary Methods of Physical Education
Creative Dramatics
Conversational Spanish for Nurses and Social Workers
Politics of Health and Welfare
Urban Affairs Symposium
Psychology of the Gifted

Speech Science

The specialization in Elementary-Speech Science (Speech Pathology) prepares students for graduate study at the Master's level in Speech Science and as regular elementary classroom teachers. Students interested in this specialization are to take Sa 172, Introduction to Speech Pathology during the first semester of the Freshman year.

Students interested in this specialization are to complete an elementary major plus:

FRESHMAN	Introduction to Speech Pathology
	Phonetics
SOPHOMORE	Language Acquisition
	Anatomy and Physiology of the Vocal Mechanism
	Diagnostic Procedures
	Articulation: Theories and Therapies
JUNIOR	Audiology I
	Clinical Methods
	Clinical Practice
	Seminar
SENIOR	Seminars
	Clinical Practice

Students are to elect two courses in Psychology: Abnormal Psychology and any core course which serves as a prerequisite for Abnormal Psychology.

Adapted Physical Education

The specialization in Elementary-Adapted Physical Education prepares students for graduate study at the Master's level in physical therapy, occupational therapy and physical education, and as regular elementary classroom teachers. Students interested in this specialization are to take Biology I and Lab and Biology II and Lab during the Freshman year. Biology will fulfill the University core requirement in Science.

Students interested in this specialization are to complete an elementary major plus:

FRESHMAN	Biology I and Lab
	Biology II and Lab
SOPHOMORE	Anatomy and Physiology I and Lab
	Anatomy and Physiology II and Lab
	Applied Anatomy and Kinesiology
	Elementary Methods of Physical Education
JUNIOR	Applied and Therapeutic Physical Education
	Personal Skills in Individual and Team Sports

34 / Undergraduate Education

EDUCATION

	Habilitation for Individuals with Special Needs
SENIOR	Classroom Management: Children with Special Needs Educational Strategies for Children with Special Needs

Bilingual Education

The specialization in Elementary-Bilingual Education prepares students to teach in elementary schools with bilingual settings.

Students interested in this specialization are to complete an elementary major plus:

Caribbean History and Culture

Methods in Bilingual Education

Student Teaching-Elementary/Bilingual

Child Growth and Philosophy of Education are part of the elementary program. This specialization will lead to state (Massachusetts) certification in Elementary and Bilingual Education.

Students in Bilingual will also need to have proof of a speaking and reading ability in a language other than English, communicative skills in English and an understanding of the history and culture associated with the language other than English. The Bureau of Bilingual Education is responsible for determining the applicant's skills and knowledge described in this requirement and reporting this to the Bureau of Teacher Certification and Placement. Applicants should contact that office for information about the process.

The State of Massachusetts is presently revising standards for teacher certification. It is possible that new regulations may necessitate changes in this program.

Mathematics Education

The Mathematics Education Concentration is designed for pre-service elementary education majors who want to increase their potential effectiveness as classroom teachers of mathematics, who want to work with children who have special needs in the area of mathematics, who want to be mathematics specialists in an elementary school, or who want to run a mathematics resource room in an elementary school.

Students interested in this specialization are to complete an elementary major plus:

FRESHMAN	Mathematics for Elementary Teachers (or its equivalent)
----------	---

Students are to elect three courses from the following:

Number Theory for Elementary Teachers

Geometry for Elementary Teachers

Quantitative Skill Development: Preschool and Kindergarten

Games and Activities for Arithmetic and Measurement Skill Development

The Special Needs Child: Arithmetic and Measurement Skills

Independent Study: The Running of a Mathematics Education Resource Center

Independent study with a selected faculty member or mathematics specialist can also be arranged. Contact Dr. Michael Schiro for further information.

Reading

The Reading concentration is designed for pre-service elementary education majors who want to increase their potential effectiveness as classroom reading teachers. Stu-

dents may opt for the Reading concentration after successful completion (grades of B or better) of Ed 101, Elementary Language Arts and Ed 104, Reading Methods. It is recommended that the student take Ed 101 and Ed 104 during the first semester, junior year.

Students interested in this specialization are to complete an elementary major plus:

Children's Literature

Diagnostic and Remedial Reading

Primary Reading and Language Arts

Language and the Language Arts

Reading Instruction in the Secondary School

In addition to these offerings, other courses may be chosen after consultation with the coordinator. Independent study with a selected faculty member or reading specialist can also be arranged. Contact Dr. Bonnie Lass for further information.

Education of the Gifted

A very rapid growth is occurring in the number of programs for gifted children and youth in the schools of the nation, and particularly of Massachusetts. In response to a growing need for teachers who are prepared to perform in a variety of educational settings for the gifted, including the regular classroom, the School of Education is offering a concentration of courses and field experiences.

The concentration is offered to juniors and seniors in good academic standing who are majoring in elementary, secondary or special education. Students interested in this concentration are to complete the appropriate major plus:

Psychology of the Gifted

Teaching the Gifted

Psychology and Education of Creative People

Student Teaching: Gifted (Elementary or Secondary)

Field placement in educational settings for the gifted will also be arranged for juniors. Contact Dr. Katharine Cotter for further information.

Media and The Fine Arts

The concentration of courses in Media and The Fine Arts prepares teachers in the use of a wide variety of materials in the classroom. It allows them to draw on the talents of students for creative expression in many forms. The specialization deals with topics such as art history and appreciation, still photography, film-making, painting, and television production. The student will have the opportunity to develop skills in various modes of visual expression. The skills can be applied to any communication situation.

The concentration is offered to students who are majoring in elementary or secondary education. Students interested in this concentration are to complete the appropriate major plus:

Media and the Curriculum (Ed 148)

Introduction to Art History (Fa 101 and 102)

Foundations of Studio Art (Fs 101 and 102)

Students are encouraged to select additional courses from the following list, or as the advisor directs, in order to develop skills in specific modes of creative expression:

Basic Film-making (Fs 171 and 172)

Introduction to Principles and Techniques of Photography (Fa 301)

Intermediate Photography (Fs 261)

Television: An Introductory Course (Sa 322)

The Propaganda Film (Fa 381)

Film Criticism (Fa 382)

Additional course selections can be made from the offerings of the School of Education and the Department of Fine Arts

with the recommendation of the program advisor and the chairperson of the Department of Fine Arts. Contact Dr. Fred Pula or Dr. Marianne Martin for further information.

Minor in Computer Usage in Education

The School of Education offers a concentration and a minor in computer usage in education. The concentration involves a sequence of three courses while the minor involves those three courses plus an additional three related courses. The concentration is designed to allow students to learn how computers are used in education, to have skills in three computer languages and to have experienced the usage of computers for a variety of educational purposes. The minor is expected to provide students with a greater depth of experience with educational computing so that they could consider careers which would involve computing.

The minor is offered to students who are majoring in elementary or secondary education. Students interested in this minor are to complete the appropriate major plus:

Introduction to Computers in Education (Ed 360)

Computer Programming (Ed 361)

Computer Assisted Instruction and Measurement (Ed 362)

With the advice of the Committee on Computer Usage in Education, students must select three additional courses related to computing.

Major in Special Education— Alternative Environments— Noncertification

To meet the needs of students in special education seeking employment in residential, educational and occupational centers for moderately and severely handicapped individuals, a major which does not lead to certification has been designed. The purpose of this major is to prepare students for work with handicapped individuals in learning situations other than the usual public and private classroom settings.

Education Course requirements for major in Special Residential/Alternative Environments are:

FRESHMAN	University Core Requirements Communication in Education
SOPHOMORE	University Core Requirements Conducting Educational Interactions I Conducting Educational Interactions II Developmental Foundations: Child Growth Educational Measurement Habilitation of Individuals with Special Needs Electives
JUNIOR	Occupational Preparatory Skills Independent Living Skills Classroom Management: Children with Special Needs Educational Strategies for Children with Special Needs Educational Assessment of Children with Special Needs Electives (approved by advisor)
SENIOR	Internship in Alternative Environments Research Seminar in Major

Introduction to Speech and Language Disorders

Electives

Elective choices are to be approved by the advisor responsible for the major. To meet individual needs of students involved in this program, it is necessary that these choices are planned with the advisor.

Major in Human Development

The major consists of offerings in the DivisionS of Counseling and Educational Psychology. It provides a basic foundation for further graduate study in Counseling or Educational Psychology. For the student who does not plan on graduate studies the major will prepare for employment in such settings as child/adult residential or day care facilities, support personnel in offices of senior professional psychologists and counselors, and experimental educational settings. This major does not provide for state certification as a classroom teacher; it is not recommended as preparation for in-school settings.

Course requirements for the Human Development Major are:

FRESHMAN	Communications in Education
SOPHOMORE	Child Psychology Psychology of Learning Adolescent Psychology
JUNIOR	Interpersonal Relations Abnormal Psychology
SENIOR	Personality Theories Counseling Theories

Students are to elect two courses from the following:

Early Childhood Development

Adult Psychology

Field Experience

Ten courses are required for the major.

Major in Secondary Education

The major in Secondary Education prepares students for teaching in the junior and senior high schools. The field-experience component which is offered during the sophomore, junior and senior years is an integral part of the professional course work. The purpose of the field experience is to relate theory to practice.

The major in Secondary Education will benefit those students who are interested in gaining certification as a teacher, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work. Boston College has, as its goal, the preparation and development of teacher-scholars, the educational leaders of the future.

Students may prepare in the following disciplines:

Art	Mathematics
Biology	French
Chemistry	Spanish
Physics	Speech
English	Communication*
History	Speech Theatre*
	Theology

Courses in a discipline are taken in the appropriate department.

36 / Undergraduate Education

MANAGEMENT

ments and requirements may be found in this bulletin under the college of Arts and Sciences.

*are to elect courses in English or another appropriate discipline.

Education course requirements for the Secondary Major are:

FRESHMAN	University Core Requirements
SOPHOMORE	Curriculum Development Secondary Lab Methods* Educational Psychology and the Adolescent University Core Requirements Major Courses in Discipline Electives
JUNIOR	Special Methods Educational Measurement Major Courses in Discipline Electives
SENIOR	Student Teaching Philosophy of Education Major Courses in Discipline Electives

*This course for one-hour credit consists of observation in an assigned secondary school. It is recommended that this

course be taken with Curriculum Development. If this is not possible, it must be taken with Special Methods. This course is a prerequisite to Student Teaching.

Suggested electives are:

Effective Oral Communication
Media and Curriculum
Reading Instruction in Secondary School
Legal Aspects of Teachers and Students
Problems and Issues with Administration of Public Schools
Introduction to Computer Programming

Minor in Secondary Education for Students in Arts and Sciences

Students majoring in Art, Biology, Chemistry, Physics, English, History, Mathematics, French, Spanish, Speech Communication and Theatre or Theology in the College of Arts and Sciences may apply to minor in Education. This program begins in the Junior year and interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the first semester in the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Education.

School of Management

In order to meet an ever increasing demand for undergraduate liberal and professional education for the modern world of business, the College of Business Administration was inaugurated as an integral part of Boston College in 1938. The first freshman class of the College met in downtown Boston, but a rapid expansion of the program caused the College to be moved out to the Chestnut Hill campus in 1940. Following World War II, the College of Business Administration moved to its own new permanent building—Fulton Hall—which had been especially constructed for it on the main campus with well-equipped lecture halls, conference rooms, and its own large library. In the Fall of 1957 the Graduate School of Business Administration was founded. In October, 1969, the Directors of the University voted to incorporate both schools into a School of Management with an Undergraduate and a Graduate Division. The name School of Management is in itself a reflection of our goals and objectives—to educate the managers and leaders of organizations, whether business, government, hospital or education oriented.

Objectives of the School of Management

In recent years, a great deal of attention has been directed toward determining the most effective approach for the education of managers. Perhaps no other segment of the

academic community has subjected itself to such penetrating self-analysis. The consequence of this effort is the recognition of the need for professional education based on broad knowledge rather than specialized training. There is a great need for managers who have the necessary psychological attitudes and professional skills to enable them to be effective in a world of change. Imaginative people must emerge who have an interest in processes and a desire to create new forms. If schools of management are to meet these needs, they must provide future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge. Thus, the challenge is in developing competence in the application of professional skills to the solution of the external as well as the internal problems of organizations.

The primary objective of the graduate and undergraduate management programs at Boston College is to provide a broad professional education that will prepare the student for important management positions in business and in other institutions. In the development of persons who will assume significant professional responsibilities, it is absolutely essential that each student gain both an appreciation for the ethical and moral dimension of decision making and an understanding of the Jesuit tradition in this area. A manager is viewed as a person who makes significant decisions and assumes the leadership responsibility for the execution of these decisions. Toward this end, the undergraduate program of study is designed to accomplish the following goals:

1. Liberal Education: To provide students with a broad educational foundation of course coverage in arts and sciences, including English, mathematics, social sciences, history and the natural sciences.
2. Professional Core: To develop in the students a sound background knowledge of the concepts, pro-

cesses, institutions, relationships, and methods of modern management.

3. **Advanced Professional Interest:** To allow students the opportunity to explore areas of professional interest through advanced course work in specific professional disciplines.
4. **Personal Development:** To encourage students to develop, as individuals, those attitudes, skills, and commitments which best equip them to perform effectively as responsible leaders in business and in society.

Requirements for the Degree

The basic requirement for the Bachelor of Science degree is the completion of thirty-eight (38) one-semester courses distributed over eight semesters of four academic years with a cumulative average of at least a C- (1.5). Within these thirty-eight courses is the core curriculum of fourteen liberal arts courses required of all students. The remaining twenty-four courses include sixteen management courses, two liberal arts electives and six free electives.

Lower Division-Freshmen and Sophomore Curriculum

University Core		Business Core		Free Electives	
English	2	*Accounting	2		
Mathematics	2	*Economics	2		
Theology	2	*Statistics	1		
Philosophy	2	*Legal Environment	1		
History	2				
Social Science	2				
Natural Science	2				
Arts & Sciences Courses	14	Management courses	6	Free electives	0

Upper Division-Junior and Senior Curriculum

University Core		Business Core		Free Electives	
Arts & Sciences electives	2	Introductory Business:	5	Free Electives	6
		* Computer Science			
		*Basic Finance			
		*Basic Marketing			
		*Behavior in Organizations			
		*Management and Operations			
		*Administrative Strategy and Policy	1		
		Concentration	4		
Liberal Arts requirement	2	Management requirement	10	Free electives	6

*Common Body of Knowledge

Common Body of Knowledge

To provide the student with the common body of knowledge in business and administration, the programs include as part of their course of instruction the following:

- (a) a background of the economic and legal environments of business enterprise along with consideration of the social and political influences on business;
- (b) a basic understanding of the concepts and methods of accounting, quantitative methods, and information systems;
- (c) a study of organization theory, interpersonal relationships, control and motivation systems, and communications;
- (d) a background of the concepts, processes, and in-

stitutions in marketing and distribution, production, and financing functions of business enterprise;

- (e) a study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

Academic Regulations

Requirement for Good Standing

In order to remain in good standing, a student must maintain a cumulative average of C- (1.5) as the satisfactory standard of scholarship, and have passed at least nine courses by the beginning of the second year, nineteen courses by the beginning of the third year and twenty-nine courses by the beginning of the fourth year.

Failure to maintain this requirement will result in the student being placed on warning or probation, or being required to withdraw from the College.

Course Deficiency

A student who fails or withdraws from a course(s) or who takes less than the normal course load must make up the course(s) by attending summer school at Boston College or at another approved college. Credit for such a course will not be granted unless the consent of the Associate Dean has been previously obtained. Three deficiencies or more in one academic year will result in dismissal from the College.

Class Attendance

Attendance at class is obligatory for all freshmen except those on the Dean's List. The administrative penalty for those excessive absences is loss of credit for the course(s) involved. Further details concerning this rule will be found in the UNIVERSITY STUDENT GUIDE. Attendance in class for the other years is free and is left to the maturity and responsibility of the individual student; however, certain courses because of their special approach require attendance, e.g. Md 099—Administrative Strategy and Policy.

In cases of prolonged absence due to illness or injury, a student or a member of his or her family should communicate with the Dean of Students and the Associate Dean of the School of Management as soon as the prospect of prolonged or extended absences become clear. The academic arrangements for the student's return to classes should be made with the Associate Dean of the School as soon as the student's health and other circumstances permit.

Eligibility of Student Activities

A student who is not in good standing either through a low cumulative average or by incurring failures and/or withdrawals, or who has passed fewer than four courses in the preceding semester is automatically ineligible to participate in any extracurricular activities or in intercollegiate sports.

Normal Program

The normal program for freshmen, sophomores, and juniors is five courses each semester; for seniors four or five courses. A sixth course may be taken by students who have a cumulative average of B (2.9) and have the permission of

the Associate Dean. Course credit will not be granted for students that do not have permission prior to registering for the course. Full time status for a student in any class requires enrollment in at least four courses each semester.

Leave of Absence

A student in good standing who desires to interrupt the normal progress of an academic program and wishes to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar. A leave of absence will not normally be granted to students who expect to do full time academic work at another institution, and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

All students are expected to maintain the highest standards of personal integrity and honor in all their academic activities. Students who violate these standards are subject to disciplinary action by a professor, and may be subject to further action after a hearing by a board of peers and faculty.

An Academic Integrity Board composed of both students and faculty investigates breaches of academic integrity (cheating, plagiarism, etc.) referred by either students or faculty. After reviewing a case the Board makes a recommendation to the Associate Dean who can then take disciplinary action which may include suspension or expulsion.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, is awarded to students with a cumulative average of 3.667 or above; Magna cum Laude, with High Honors, to those with averages between 3.333 and 3.666; and Cum Laude, with Honors, to those with averages between 2.900 and 3.332.

Beginning with the Class of 1983 Honors will be awarded on a percentage basis. The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Special Programs

Management Honors Program

To be considered for admission to the Honors Program, a student must have a Dean's List average for Freshman year, exhibit an ability to work well with others and desire to develop abilities by being involved in the functions associated with the Program. Throughout the Program a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. Courses associated with the program are described in this catalog under the Management Honors (Mh) heading. A brochure giving more complete details regarding requirements and activities will be mailed on request.

Pre-Professional Studies for Law

Although there is no prescribed academic program which can be considered "pre-legal," the School of Management does provide an opportunity for the student to develop analytical powers and a capacity in both oral and written expression in a number of "Case-type" courses.

Of prime importance to the pre-law student, then, is the development of clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social and economic problems related to the administration of justice in modern society.

Through its curriculum, which blends the liberal arts with professional course work, the School of Management offers an ideal opportunity to develop these qualities. In addition, the School of Management staff includes a highly-competent pre-legal advisory counseling group. Together, these provide an excellent preparation for the legally-oriented student.

Loyola Lectures

Throughout the academic year Boston College is the host to national and international authorities not only in business, but in government, literature, religion, the arts, science, human relations and law. The university, the colleges and departments sponsor the visits of the renowned in these fields to give the students an added dimension to their collegiate careers. The School of Management is the sponsor of the Loyola Lecture Series. Each year two national or international figures are invited to the campus for the purpose of stimulating provocative discussions on national and international affairs. Recent speakers included Sean Lamass, Vance Packard, William Sullivan of the F.B.I., Father Umberto Almazan, Dr. Tran Van Chuong, F. Lee Bailey, Ralph Nader and Jack Anderson.

Senior Awards and Honors

The Reverend Thomas I. Gasson, S.J. Award: A Gold Medal founded by Boston College for general excellence in all courses of study during the four years in the School of Management.

The Patrick A. O'Connell Marketing Award: A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Marketing.

The Patrick A. O'Connell Finance Award: A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Finance.

The John B. Atkinson Award: Founded by Mr. John B. Atkinson for excellence in all courses studied in the major field of Management.

The Reverend Charles W. Lyons, S.J. Award: A Gold Medal founded by Boston College for excellence in all courses studied in the major field of Accounting.

The Arthur Anderson Award: In Computer Science awarded to the student who, by the vote of the Department Faculty, has demonstrated outstanding achievement in the major field of Computer Science.

The Dennis Reardon Memorial Award: An award set up in the memory of Dennis Reardon given to the student who has contributed to the betterment of the School of Management.

The James D. Sullivan, S.J. Award: A gift of the Student Senate of the School of Management is awarded to the senior, who, in the judgment of a faculty committee, is outstanding in character and achievement.

The Matthew J. Toomey Award: Is presented annually by

Mr. Knowles L. Toomey to honor the outstanding student in the School of Management Honors Program.

The Wall Street Journal Award: A Gold Medal and a year's subscription to the Wall Street Journal given to the senior, who, in the opinion of the faculty committee, has demonstrated outstanding achievement in his or her major field of study.

The William I. Lee Accounting Award: An annual award given by the National Association of Accountants to a high ranking senior accounting major.

The Raymond J. Aherne Award: Given annually to the outstanding senior majoring in Finance. The nominees are voted upon by the seniors in the Academy and final selection is made by a student-appointed faculty interviewing committee. The award represents the recognition of one's own peers as being a leader in his or her field.

The James E. Shaw Memorial Award: This award is to a senior in the School of Management who has been accepted to a recognized Law School. This student demonstrates a strong personal interest in the welfare of fellow students. The recipient is selected by a faculty committee of the School of Management.

The Hutchinson Memorial Award: A plaque presented by the American Marketing Association, Boston Chapter, to the outstanding marketing student for academic and extra-curricular achievement.

FIELDS OF CONCENTRATION

Accounting

The curriculum for students who concentrate in Accounting is designed to provide them with a broad understanding of theory and the techniques of Accounting. The comprehensive training offered in Accounting is aimed at preparing students for executive positions in business or government, such as that of controller, chief accountant, internal auditor or budget director.

Courses Required for a Concentration

Junior Year

- Ma 251 Intermediate Accounting I
- Ma 252 Intermediate Accounting II
- Ma 355 Cost Accounting

Senior Year

- Ma 603 Accounting Theory

C.P.A. Requirements

For those students who intend to practice as Certified Public Accountants, a special program should be followed to meet the requirements of the particular state statute covering C.P.A. Some states require a total of 120 credit hours even though degree requirements may be less for particular educational institutions. The recommended program is as follows:

Junior Year:

- Ma 251 Intermediate Accounting I
- Ma 252 Intermediate Accounting II
- Ma 355 Cost Accounting
- Mj 151 C.P.A. Law

Senior Year:

- Ma 361 Advanced Accounting I
- Ma 362 Advanced Accounting II

- Ma 363 Tax Accounting
- Ma 364 Auditing
- Ma 603 Accounting Theory

The following course is also recommended:

- Ma 605 Computer Based Accounting Systems

This course may only be taken with permission of the Department Chairperson.

Computer Science

The Computer Science curriculum is designed to provide interested students with an opportunity to advance their knowledge, understanding and skills in a rapidly advancing discipline. In recent years the computer and its associated technology has found its way into many realms of human endeavor and has even begun to shape those endeavors. The computer's seeming omnipresence makes it worthy of study, but equally important is the observation that computer processes are, in great measure, fundamentally new. The unique potential of computer techniques has created a social need for computer applications, systems and services. In addition, complex decision problems in a variety of organizational settings lend themselves nicely to quantitative methods rendered practical through the power of information processing technology.

The Computer Science Program at Boston College has two principal functions. First, it provides introductory computer science courses to all segments of the university with special attention given to the School of Management Core Curriculum. Second, it furnishes exposure in the fields of Operations Research, Statistics, and Computer Science to those students desiring to pursue these areas either because they are interested in entering these fields upon graduation, or because they would like to further investigate these areas at the graduate level. While four courses beyond the School of Management core are required of all students concentrating in Computer Science, each student may structure these courses plus additional offerings, so that he or she may place special emphasis on either computing and information systems or on analytic techniques. Each "concentrator" should develop a plan of study in conjunction with a faculty member so that the student's objectives are most clearly met by his or her selection of courses.

Courses Required for a Concentration

- Mc 350 Structured Programming
- Mc 392 Operations Research
- Mc 400 Business Systems
- Mc 452 Computer Organization

The student may begin to take these courses at any time if individual prerequisites have been fulfilled. Students are encouraged to distribute their courses in this area so that each semester might provide for a sampling of other areas in the University. As Mc 350 Structured Programming is a prerequisite for several other courses it should usually be taken before the second semester of the Junior Year. Those students desiring preparation in greater depth, as might be required if further graduate training is anticipated or if programming is a definite career choice, should plan on taking at least two further electives in the area.

Elective Offerings

- Mc 361 Simulation Methods
- Mc 365 Systems Analysis
- Mc 370 Technological Impact
- Mc 384 Applied Statistics
- Mc 402 Artificial Intelligence

40 / Undergraduate Education

MANAGEMENT

- Mc 404 Theory of Machines and Languages
- Mc 406 Data Structures
- Mc 450 Programming Systems
- Mc 454 Computer Graphics
- Mc 606 Forecasting Techniques

Economics

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. Required courses in micro theory and macro theory build on the analytical foundations developed in Principles of Economics, and electives permit further study in a wide range of fields. Electives include money and banking, economic development, international trade and finance, labor, economic history, consumer economics, capital theory, econometrics, industrial organization, Soviet economics, comparative systems, political economics, and public finance. The major provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. The required courses in micro and macro are offered both semesters and may be taken in either order.

Junior Year

First Semester

Microeconomic Theory 201 or 203

Second Semester

Macroeconomic Theory 202 or 204

Senior Year

First Semester

Economics Elective

Second Semester

Economics Elective

Finance

The purpose of Finance is to provide the opportunity for the development of (1) an ability to correctly identify financial

problems, (2) a skill for conceiving alternative courses of action, and (3) the cultivation of the judgment required to balance the varied consequences of these alternatives in the formulation of the final decision.

There are many ways to describe the finance function. One means of providing an insight into the full scope of this area is to overview the capital markets and examine the roles of the participants.

In a very general way the role of the capital markets is to bring those who have funds (savers) together with those who need funds for investment in assets that will produce goods and services.

Given this framework, the finance function can be viewed as separate units of study in the following manner—Capital and Money Markets Management of Financial Institutions; Corporate Financial Management; Investment Management and Security Analysis; Financial Management of Governments and Not for Profit Organizations; International Finance.

Finance majors are required to take the following:

Mf 021 Basic Finance

Mf 125 Financial Analysis

Mf 130 Financial Markets

Mf 222 Corporate Finance

At least one Finance elective from the following:

Mf 151 Investments

Mf 152 Portfolio Analysis

Mf 158 Management of Financial Institutions

Mf 163 Tax Factors in Business Decisions

Mf 165 Financial Management of Governments and Other Related Public and Private Institutions

Mf 205 Financial Seminar

Mf 223 Financial Policy

Mf 230 Financial Management of Multinational Corporations

Mf 299 Individual Directed Study

Particular attention must be given to the prerequisites for the several Finance courses. For students who have not completed Basic Finance, registration in electives is possible with the Department Chairperson's permission. Also, Mf 210 Managerial Finance is available to non-finance majors.

General Management

A brief statement of the purpose of management education might be to improve the levels of management performance in all sectors of society so that man can live a better and safer life and a more self-fulfilling one. Within this broad framework the purpose of the General Management concentration is to provide an avenue for the pursuit of cross-disciplinary studies of management, within the context of an integrated and rigorous curriculum.

Students might decide to choose to concentrate in this area for either of the following reasons:

1. A desire to pursue a cross-disciplinary approach to Management.
2. A desire to pursue key management courses in sufficient depth to attain proper coverage of required subject matter generally included in M.B.A. core courses.

For additional information or assistance, contact the General Management Coordinator through the office of the undergraduate dean.

Courses Required for a Concentration

Track A. Choose two areas. Within each area there is one required course and the option for one elective.

OR

Track B. Choose the required course from each of four areas:

Area	Required Course
Accounting	Ma 251 Intermediate Accounting
	Ma 252 Intermediate Accounting

Electives
None

Computer Science	Mc 350	Structured Programming	Mc 350	Structured Programming
	or		Mc 361	Simulation Methods
	Mc 392	Operations Research	Mc 400	Business Systems
			Mc 400	Business Systems
Finance	Mf 210	Managerial Finance	Mf 151	Investments
			Mf 152	Portfolio Analysis
			Mf 158	Management of Financial Institutions
			Mf 163	Tax Factors in Business Decisions
			Mf 230	Financial Management of Multi-National Corporations
Marketing	Mk 253	Basic Marketing Research	Mk 152	Consumer Behavior
	or		Mk 154	Communication and Promotion
	Mk 256	Applied Marketing Management	Mk 155	Sales Management
			Mk 158	Product Planning and Strategy
Organization Studies	Mb 109	Human Groups	Mb 106	Interpersonal Communication
	or		Mb 109	Human Groups
	Mb 123	Methods of Inquiry into Human Behavior	Mb 110	Career Development
			Mb 123	Methods of Inquiry into Human Behavior
			Mb 310	Politics of Organizational Power
			Mb 603	Human Consequences of Managerial Control Systems
Operations Management	Md 250	Operations Planning and Control	Md 205	Industrial Relations
			Md 242	Personnel Management
			Md 364	Collective Bargaining
			Md 370	Operations Analysis
			Md 375	Systems Management
			Md 601	Labor and Industrial Relations—U.S. and International
			Md 608	Management of Health Care
Strategic Management	Md 160	Management and Social Responsibility	Md 122	Managing Complex Organizations
	or		Md 160	Management and Social Responsibility
	Md 350	Small Business Management	Md 205	Industrial Relations
			Md 364	Collective Bargaining
			Md 375	Systems Management
			Md 390	Small Business Management
			Md 601	Labor and Industrial Relations—U.S. and International
			Md 602	Management Thought in Perspective

Marketing

Marketing covers that segment of business whose prime objective is to discover and satisfy the needs of industrial and ultimate consumers. Functionally, marketing includes such activities as buying, selling, pricing, researching, transporting and storing of goods and services. Institutions which are primarily involved in marketing range from retailers and wholesalers to advertising agencies and export houses.

Marketing is a challenging field because we exist in a business society characterized by excess productive capacity. Today's challenge is not to make a product but rather to distribute it at a profit to the businessman and in a condition which completely satisfies the consumer.

The approach used to study marketing is analytical and

experimental. Systems analyses, program experimentation and case applications are interwoven within a decision-making framework so that the student is provided throughout the marketing curriculum with a thorough understanding of the major tools and guides required of today's Marketing Manager.

Courses Required for a Concentration

- Mk 253 Basic Marketing Research
- Mk 256 Applied Marketing Management
- Both required courses should be taken in senior year.
- Two courses selected from remaining offerings:
 - Mk 028 International Business Management
 - Mk 111 Distribution Channels
 - Mk 112 Social Issues in Marketing

Mk 152	Consumer Behavior
Mk 153	Retailing
Mk 154	Communication and Promotion
Mk 155	Sales Management
Mk 157	Personal Selling
Mk 158	Product Planning and Strategy
Mk 160	Merchandise Management
Mk 205	Quantitative Marketing
Mk 254	Applied Marketing Research
Mk 299	Individual Study

Operations Management

Operations Management (OM) is an undergraduate concentration offered by the Administrative Sciences Department. It studies the management of day-to-day operations, that is, bringing together and combining those elements needed to manufacture a product or to provide a service. In more technical terms, OM deals with input-output transformations, the processes (i.e., planning, decision making, controlling, motivating, etc.) by which inputs (i.e., land, labor, raw materials, capital, etc.) are transformed into products or services. OM is what each and every organization does. It transforms or converts human, physical, and technical resources into goods and services.

While the specifics of operations differ in every organization, there is a common body of knowledge that is useful in guiding and directing resource conversion within organizations. It is this knowledge along with the necessary conceptual, analytical, and human skills that one strives to learn, develop, and practice in the study of OM. This knowledge and these skills are general in nature. All organizations, whether private, public, or third sector, and whether product or service oriented, have a need to manage resource conversion effectively and efficiently.

Important operations management activities are present in such diverse fields as banking, communications, construction, data processing, mining, petroleum, retailing, transportation, and wholesaling. The importance of operations management activities has recently been recognized in educational systems, hospitals, government agencies, and libraries. Operations management teams are also being organized to design and operate programs for the management of the environment, natural resources, and urban affairs. Environmental, public, and social systems must be designed more effectively and managed more efficiently. The Operations Management Program at Boston College has an educational format that enables an individual to work in any of these diverse areas.

The objectives of the program are:

1. To enhance understanding of operations management and productive systems within organizations along with a knowledge of the interrelationships between production and other management functions.
2. To gain appreciation for when and where to use quantitative techniques in operations management along with the ability to apply them when the proper occasions arise.
3. To provide understanding of systems management and the ability to apply systems thinking and approaches to management problems.
4. To develop and apply problem identification, problem solving, and decision-making knowledge and skills in dealing with difficult operational management problems.

Courses Required for a Concentration

Required Sequence

An undergraduate concentration requires four courses beyond the introductory course (i.e., Md 021 Management

and Operations). To fulfill the program objectives Md 250 is required and Md 370 is strongly recommended. Hence, the suggested sequence is:

Junior Year

Md 021	Management and Operations
Md 250	Operations Planning and Control
Elective	

Senior Year

Md 370	Operations Analysis
Elective	

To complete the concentration requirements, the student must take at least two or three (depending on his/her decision regarding Md 370) of the following courses:

Md 205	Industrial Relations
Md 242	Personnel Management
Md 299	Independent Study
Mc 361	Simulation Methods
Md 364	Collective Bargaining
Md 375	Systems Management
Mc 392	Operations Research
Md 601	Labor and Industrial Relations—United States and International
Md 608	Management of Health Care

With departmental approval, meaningful substitutions can be made for at least one of the above courses. With the various options available, the student can, in consultation with his or her advisor, put together courses so that a particular specialization within Operations Management can be obtained. For example, the following specializations are possible:

1. Operations Specialization—Md 370, Md 375 and Md 608
2. Quantitative Specialization—Mc 361, Mc 392 and Md 370
3. Human Resources Management—Md 205, Md 242, Md 364 and Md 601

Organization Studies Department

The Organization Studies Curriculum is designed to give students in any major an increased awareness and understanding of individual, interpersonal, group and leadership styles and effectiveness. It also examines emerging concepts of organization design and development. The stress is on increasing the ability of the student to work more effectively and become more influential in organizations of any type, including industrial organizations, educational institutions, government, hospitals, financial institutions, etc. These institutions have found widespread need for the application of the behavioral sciences. A central thrust of the Program concerns the ways in which the student can become more effective and influential in the groups and organizations to which he or she currently belongs and with which he or she will become involved in his or her career as a manager.

Students taking courses in this area will become well grounded in understanding human behavior, communications, group behavior, effective managerial and leadership styles, systematic analysis of human behavior, entering organizations more effectively, and understanding more about organization design, including ways in which organizations can become more adaptive and change oriented.

An area of concentration is not offered directly, since the curriculum cuts across all departments and areas of organizations. However, students can concentrate in this area through the General Management Concentration.

Courses offered:

- Mb 021 Introduction to Behavior in Organizations**
- Mb 106 Interpersonal Communication*
- Mb 107 Organizations in Society
- Mb 109 Human Groups*
- Mb 110 Career Planning and Development
- Mb 123 Methods of Inquiry into Human Behavior*
- Mb 125 Field Studies of Leadership: A Comparative Approach

- Mb 126 Laboratory in Management Practice
- Mb 153 Creativity in Organizations
- Mb 310 The Politics of Organizational Power

*May be used to satisfy University Social Science Core

**May be used to satisfy University Social Science Core except for students in the School of Management (required course)

School of Nursing

Boston College inaugurated the School of Nursing in response to the need for a Catholic collegiate school of nursing in the Greater Boston area. With the cooperation of His Excellency, Most Reverend Richard J. Cushing, D.C., Archbishop of Boston, a program was offered in February, 1947 leading to the degree of Bachelor of Science in Nursing or Nursing Education to Registered Nurses. In September, 1952, this program was limited to courses leading to the degree of Bachelor of Science in Nursing. In September, 1947, a basic collegiate program of five years leading to a diploma in nursing and the degree of Bachelor of Science was introduced for high school graduates. Beginning in September, 1950, a four calendar-year basic collegiate program was initiated. And in 1957 this was shortened to four academic years.

In the spring of 1960 the School of Nursing moved to the University campus and occupies its own building, the gift of His Eminence Richard Cardinal Cushing.

Philosophy and Objectives

The School of Nursing accepts and functions within the philosophy of Boston College, a Jesuit university which is committed to the search for human values and to the endless process of understanding called learning. Learning implies flexibility, immediacy and concern in confronting the problems of society in an era where a need for change and renewal is evident.

The identification of values which comes through learning enhances the development of a person who is free to seek knowledge and truth and to manifest these in contributions to society.

Man, as a part of the community of humanity, has the capacity for fidelity, participation-involvement, and self-actualization, and has the right to the freedom to develop these capacities—at the same time recognizing that each of his fellow men enjoys the same right. Man is striving to determine value; value in his life, his purposes, his existence. Each man has equal right and need to define value in the world in which he finds himself, and to determine his commitment creatively in the light of his defined values. The faculty hold as valuable the reality that each man demands that his needs for health, love, self-esteem, and freedom be satisfied in the process of his development. In recognizing that the society of humanity is undergoing profound change and that the value systems of society are the responsibility of individuals who have defined their own values, the faculty expresses belief in and will support in their teaching, research and practice, the right of each

person to optimal health care. They will support in their activity those changes in society's value systems which will make this right a reality.

Nursing moves freely and purposefully among the interactions of humanity, interactions with self, others and environment. It makes the basic assumption that a man's health needs are integrated with all aspects of his life, and are affected by them. Nursing's impact is at the point of potential stress in existence where its presence is a force which can stabilize the milieu of persons who are confronted with a threat to wellness. Its activities are an outcome of learning and are based upon the individual's identification of a personal value system and upon the freedom of each person to develop his capacities and live his values. The independent therapeutic force of nursing requires continued research and evaluation.

The faculty believe that the student has defined nursing as a value and is in the process of developing a commitment to it. To assist in this process, emphasis is placed upon providing those dynamic experiences through which health needs are recognized in the context of their occurrence. Those values exemplified by Christ which support the worth of each person are the foundation from which the student is assisted to expand his knowledge, awareness and feeling for his fellow man. Emanating from a spirit of inquiry, learning takes place perceptually and conceptually from experience, and from science, technology and the arts. The educational environment should encourage the individual to think critically, communicate effectively, act responsibly, and to mature as a creative member of society. Educational experiences are provided which require the student to define and evaluate a philosophy of nursing based upon personal values through his study in theory, research and practice. The experiences support the exteriorization of the philosophy of the student in developing and further defining his commitment to his professional and personal gain.

It is expected that a graduate of the undergraduate program will:

- 1) develop and identify a personal philosophy of nursing practice based upon his or her values;
- 2) practice a competent level of health care by:
 - a) assessing health needs,
 - b) planning and providing therapeutic nursing measures,
 - c) purposefully interacting with others to promote wellness,
 - d) evaluating nursing care,
 - e) modifying his or her practice as a result of research findings,
 - f) working actively to promote change in systems of health care to insure optimal health services for each person,
 - g) addressing self to social issues which have implications for the health of society;
- 3) evaluate effectiveness as a professional nurse;

44 / Undergraduate Education

NURSING

- 4) take responsibility for continued personal and professional growth;
- 5) meet admission requirements for graduate study.

The curriculum is based on the conceptual framework of preventive intervention which focuses on three levels of nursing care: primary preventive intervention, secondary preventive intervention, and tertiary preventive intervention. Primary preventive intervention is defined as nursing at that level of health promotion which focuses on the maintenance of optimal functioning (homeostasis, equilibrium, stability, organization) of individuals and groups at all developmental stages. The student will have the knowledge and skills needed to discriminate health from illness (but not to discriminate among specific diseases) and to recognize those behaviors indicative of potential illness. The interventions will be collaborative in assisting the client to maintain optimal health.

Secondary preventive intervention is defined as nursing at that level of health promotion which focuses on adaptation during a disruption (disequilibrium, instability, disorganization, imbalance, illness, crises) of an individual's and/or group's health at all developmental stages. The student will have the knowledge and skills needed to identify disruptions in human function and the ability to formulate nursing interventions to promote adaptation.

Tertiary preventive intervention is defined as nursing at that level of health promotion which focuses on return to optimal health (reorganization, reequilibrium, rehabilitation, readaptation) within a system of limitations. The student will have the knowledge, skills, and attitudes needed to assess the functional potential of individuals and groups at all developmental stages and to negotiate in restoring the client to optimal health function.

Requirements for the Degree*

The program combines liberal arts studies with professional nursing courses and clinical experience. It is a four-year program leading to the degree of Bachelor of Science with a major in nursing.

Liberal arts subjects are emphasized in the first and most of the second years. During the third and fourth years, the student spends approximately two or three days each week gaining clinical experience at the various cooperative hospitals and agencies. The remainder of the week, the student attends classes on the main university campus. The faculty of the School of Nursing is responsible for all instruction in nursing, both theory and practice. The faculty of the appropriate university departments conduct classes in the liberal arts subjects.

The following university core requirements (36 credits) are to be fulfilled by all undergraduates over a four-year period:

- 2 courses in Theology
- 2 courses in Philosophy
- 2 courses in Social Science (Psychology and Sociology)
- 2 courses in History
- 2 courses in Natural Sciences or Mathematics
- 2 courses in Humanities (English, Modern Language, Classics, Fine Arts, Music, Speech)

It is suggested that the history and philosophy core requirements be taken in the freshman year since they are two-semester courses. In addition, those who have weaknesses in writing skills are advised to take freshman English as their humanities core requirement.

*The School of Nursing reserves the right to alter any program or policy outlined in this BULLETIN.

Curriculum Plan¹

Freshman Year

SEMESTER I	CREDITS
Ch 101, 103—Fundamentals of Chemistry	4
Bi 130, 131—Anatomy & Physiology I	4
Core	3
Core	3

SEMESTER II	
Ch 102, 104—Fund. of Organic Chemistry	4
Bi 132, 133—Anatomy & Physiology II	4
Core	3
Core	3
Core	3

Sophomore Year²

SEMESTER I	
Nu 070—Scope of Human Development I	3
Bi 220, 221—Microbiology	3
Core	3
Core	3
Core	3

SEMESTER II	
Nu 071—Scope of Human Development II	3
Nu 080—Pathophysiology	3
Nu 214—Introduction to Nursing Research	3
Core	3
Core	3

Junior Year

SEMESTER I	CREDITS
Nu 130—Primary Preventive Intervention	8
Nu 134—Nursing Methodology	4
Elective ³	3

SEMESTER II	
Nu 200—Secondary Preventive Intervention I	9
Elective	3
Elective	3

Senior Year

SEMESTER I	
Nu 204—Secondary Preventive Intervention II	9
Elective	3
Elective	3

SEMESTER II	
Nu 220—Tertiary Preventive Intervention	6
Nu 224—Advanced Nursing: Clinical Research Practicum	6
Nu 207—Issues & Strategies in Professional Nursing	3

¹The basic design may be subject to modification and revision from time to time.

²One-half of student enrollment will start the nursing sequence during the Spring Semester of the sophomore year; the remaining half of student enrollment will start the nursing sequence during the Fall Semester of the junior year.

³Only one nursing elective is permitted for degree credit.

Registered Nurse Candidates

Registered nurses who wish to obtain a baccalaureate degree may apply for admission to the Admissions Office of Boston College. Applicants must be graduates of or in the

final year of a diploma or associate degree program offered by a state approved school of nursing. No application can be processed by the Admissions Committee and given final review until all of the following information has been submitted on official Boston College forms:

1. The preliminary application
2. Personal data form
3. High school transcripts
4. An official transcript from a school of nursing
5. An official transcript of courses completed at a college or university if applicable
6. Two letters of recommendation: one academic and one from an employer or clinical supervisor
7. Evidence of physical exam, completed by the applicant's physician, upon admission.

Registered nurse students are accepted only for September admission. Although May 15 is the application deadline, applicants are encouraged to complete admission activities as early as possible as exemption examinations begin in June. Full-time study is required to complete the baccalaureate program at Boston College, and it is recommended that applicants consider this factor prior to completing the formal application.

Registered nurses may transfer credit to Boston College from other accredited colleges and universities. Credit will be accepted for courses in which a grade of C- or above was attained and which are equivalent to those offered at Boston College. Credit received for specific nursing courses is not transferable. No more than sixty (60) credits are accepted for transfer.

Once admitted to the School of Nursing, registered nurse students may take exemption examinations in the following courses and receive the designated course credit if a passing mark is achieved. These examinations are offered in: Anatomy and Physiology, Chemistry, Microbiology, and in several selected nursing courses. Specific information regarding examinations is provided upon admission. Registered nurse candidates may receive partial credit for designated nursing courses through the placement process. A Massachusetts Registered Nurse license is a prerequisite to enrollment in any course with a clinical component. In addition, all registered nurse students are required to obtain personal malpractice insurance during clinical semesters. University policy states that at least four semesters of full-time study are required of all students who transfer to Boston College. Summer sessions are not applicable to this requirement. For complete information please refer to the Boston College School of Nursing brochure: *The Registered Nurse And The Baccalaureate Program*.

Academic Regulations

Requirement for Good Standing and Eligibility

The standing of a student is determined by a weighted semester average. At the conclusion of each semester each student's record is reviewed.

A student must maintain a cumulative average of C- as the minimum standard of scholarship. In addition, a student must achieve a C- in each course or component of a course carrying a nursing number. A student may repeat any nursing course only once at which time he or she must achieve the minimum acceptable grade as stated above. Because theory and practice are closely related, a student who fails either component of a nursing course must repeat both of them simultaneously.

A student who fails to demonstrate performance consistent with professional nursing will be subject to review and to possible dismissal by the faculty of the School of Nursing.

Normal Student Load

Students registered for twelve semester-hours credit are considered full-time students. Students carrying more than seventeen credits in a semester will be charged for a course overload.

In a nursing course, one semester credit in a lecture course represents one hour of class per week per semester. One semester credit in a clinical laboratory nursing course represents three hours of clinical experience per week per semester.

Class Attendance

As part of their responsibility in their college experience, students are expected to attend classes regularly. Students who are absent from class or clinical laboratory will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to decide their ability to continue in the course.

A student who is absent from a class is responsible for the class content as well as any announcements and assignments made. If a student is absent from a scheduled or previously announced examination, it is the prerogative of the faculty to determine whether or not a make-up examination will be given. There is a charge of \$10.00 for the administration of a make-up examination. Under ordinary circumstances arrangements for make-up examinations must be made within one week of the student's return to school.

In relation to clinical laboratory experience, it is the responsibility of the student to notify the instructor and/or the clinical agency if the student will be late or absent. Absences from the clinical laboratory will be reviewed by faculty for appropriate action. When a student is absent because of illness, a statement from the family physician may be required before the student will be permitted to return to clinical courses. If it is necessary for a student to make-up clinical time, a tutorial fee may be required.

In cases of anticipated prolonged absence for illness or injury, the student or family member should contact the Dean of Students and the Dean of the School of Nursing so that academic and other necessary arrangements can be made.

IN ALL COURSES WITH NURSING NUMBERS, REQUIREMENTS FOR ATTENDANCE AT CLASS AND IN CLINICAL PRACTICE ARE THE PREROGATIVE OF THE INSTRUCTOR IN THAT COURSE.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, is awarded to students with a cumulative average of 3.667 or above; Magna cum Laude, with High Honors, to those with averages between 3.333 and 3.666; and Cum Laude, with Honors, to those with averages between 2.900 and 3.332.

Beginning with the class of 1983 Honors will be awarded on a percentage basis. The degree will be awarded Summa cum Laude to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5% and Cum Laude to the next 15%.

Special Academic Programs

Continuing Education Opportunities

Through the Continuing Education unit of the School of Nursing, a variety of short-term courses and workshops are offered throughout the academic year to registered nurses. These offerings are not part of formal degree programs but are designed to assist the nurse in maintaining professional knowledge and skills.

Details about these offerings can be obtained from the Director of the Continuing Education unit of the School of Nursing.

General Information

Physical Examinations

All undergraduate students in the School of Nursing are required to have a complete physical examination, including tine test, chest x-ray, and rubella titre prior to admission.

Evidences of screening for tuberculosis must be submitted by August 15, prior to the beginning of each academic year, to the Director of Health Services. Additional physical examinations and/or other health data may be required by the School of Nursing.

Financial Information

Boston College is not an endowed institution. Therefore, it is normally dependent for support and development on the fees paid for tuition and other collegiate requirements.

School of Nursing students pay the same tuition, fees and board and room costs as other college enrollees. In addition nursing students have the following expenses:

Annual Malpractice Insurance.....	\$12.00
(payable Fall Semester of junior and senior years and Spring Semester for sophomores enrolled in Primary Preventive Intervention)	
Regulation School of Nursing Uniforms.....	\$80.00
(payable Fall Semester of sophomore year).	
Standardized Examination Fees.....	\$10.00

Transportation to Clinical Agencies

Experiences in a wide variety of hospitals, clinics and other health-related agencies are a vital part of the nursing program. The facilities utilized for these experiences are located in Boston and neighboring areas. Students are responsible for providing for their own transportation to and from those facilities.

Cooperating Hospitals and Agencies

Students in the baccalaureate nursing program have planned learning experiences in a number of cooperating hospitals and community agencies. These resources include: Belmont-Watertown Community Health Association, Beth Israel Hospital, Brockton VNA, Brookline VNA, Carney Hospital, Faulkner Hospital, Jewish Community Center of Brookline, Kennedy Memorial Hospital, Malden Hospital, Massachusetts Department of Public Health, Massachusetts General Hospital, Massachusetts Mental Health

Center, McLean Hospital, Melrose-Wakefield Hospital, Milford-Whittinsville Regional Hospital, Mount Auburn Hospital, Needham VNA, New England Memorial Hospital, New England Rehabilitation Hospital, New England Sinai Hospital, Newton-Wellesley VNA, North Shore Children's Hospital, Peter Bent Brigham Hospital, Robert Breck Brigham Hospital, St. Elizabeth Hospital, St. Margaret Hospital, Sancta Maria Hospital, Salem Hospital, Somerville Hospital, South Shore Hospital, Walpole VNA, Waltham VNA, Westborough State Hospital, Westwood VNA, numerous neighborhood health and day care centers and a variety of other health-related community-based services.

Teaching And Resource Personnel For Undergraduate And Graduate Programs Adjunct Teaching Personnel

Cynthia Aber, R.N., Lecturer

B.S. Fitchburg State College; M.Ed., M.S., Boston University

Ann Alberti, R.N., Lecturer

B.S., Boston College

Jane E. Barbiasz, R.N., Clinical Associate

B.S.N., Cornell University; M.S., Boston University

Elizabeth E. Battit, R.N., Clinical Associate

B.S., Boston University; M.S.W., Simmons College; M.S., University of California

Kathleen H. Blandford, R.N., Clinical Associate

B.S., St. Xavier College; M.S., Boston University

Jill Bloom, Lecturer

A.B., University of California; M.Ed., Ph.D. (Cand.), Boston College

John M. Carper, M.D., Clinical Associate

B.S., Juniata College; M.D., Jefferson Medical College

Barbara Catalano, R. N., Lecturer

B.S., M.S., Boston College

Emily Chandler, R.N., Lecturer

B.S., M.S., Boston University

Mary Ann Corcoran, R.N., Lecturer

B.S., D'Youville College; M.S., Boston University

Sister Mary Felicita Day, R.N., Lecturer

B.S., St. Joseph College; M.S.N., Catholic University

Francine Dionne, R.N., Lecturer

B.S., Boston College; M.S., Boston University

Cynthia Doctoroff, R.N., Lecturer

B.S., Medical College of Virginia; M.S., Boston University

Mary S. Fay, R.N., Clinical Associate

B.S., Boston College; M.S., Boston University

Helen Fenstermacher, R.N., Lecturer

B.S., University of Minnesota; M.S., Boston University; Ed.D. (Cand.), Columbia University

Joan Fitzmaurice, R.N., Clinical Associate

B.S., Boston College; M.S., Catholic University

Ellen Freeman, R.N., Lecturer

B.S., M.S., Boston College

Carol Fulton, R.N., Lecturer

B.S., Boston College

Carol Garant, R.N., Clinical Associate

B.S.N., University of Pennsylvania; M.S.N., Yale University

Maureen Gaughan, R.N., Lecturer

B.S., Boston University

Barbara Gilmore, R.N., Lecturer
B.S., M.S., Boston College

Joan Gosselin, R.N., Lecturer
B.S., Boston College; M.A., New York University

Nancy Z. Guccione, R.N., Clinical Associate
B.S., Boston College; M.S.N., University of Pennsylvania

Lois Haggerty, R.N., Lecturer
B.S.N., Simmons College; M.S., Boston College

Jane Hanron, R.N., Lecturer
B.S. Vanderbilt University; M.S., Northeastern University

Kathy Horvath, R.N., Clinical Associate
B.S., Rutgers University; M.S., University of Colorado

Susan James, R.N., Lecturer
B.S., Boston College; M.S.N., University of Pennsylvania

Phyllis Kayne, R.N., Lecturer
B.S.N., M.S., Boston University

Anne Kittler, R.N., Lecturer
B.S., D'Youville College; M.S., Boston University

Barbara Leadholm, R.N., Clinical Associate
B.S., University of Wisconsin; M.S., Boston College

Joyce Levy, R.N., Clinical Associate
B.S., M.S., Boston University

Maureen McCausland, R.N., Lecturer
B.S., M.S., Boston College

Ruth Johnson McMaster, R.N., Clinical Associate
B.S., Boston University; M.S., Boston College

Nancy L. Miller, R.N., Clinical Associate
B.S., St. Olaf College; M.S., Boston College

Helen Morley, R.N., Clinical Associate
B.S., Wayne State; M.S., Boston University

Sandra Mott, R.N., Lecturer
B.S., Wheaton College; M.S., Boston College

Jean Murphy, R.N., Lecturer
B.S.N., St. Anselm College; M.S., Boston University

Marthea Murphy, R.N., Lecturer
B.S., M.S., Boston College

Ann Nicholson, R.N., Lecturer
B.S., Boston University; M.S., University of Maryland

Timothy J. Ott, Ph.D., Clinical Associate
B.A., M.A., Ph.D., University of Notre Dame

Judith Pirolli, R.N., Lecturer
B.S., M.S., Boston College

Eileen Plunkett, R.N., Lecturer
B.S., M.S., Boston College

Joyce A. Reardon, R.N., Clinical Associate
B.S., Salve Regina College; M.S., Boston College

Karla Rose, R.N., Lecturer
B.S.N., University of Lowell; M.S., Boston University

Carol Senopoulos, M.S.W., Clinical Associate
B.A., Emmanuel College; M.S.W., Boston College

Eunice Shishmanian, R.N., Clinical Associate
B.S., Simmons College; M.S., Boston College

Elizabeth Sturdy, R.N., Lecturer
B.S., Boston College; M.S., Boston University

Ronnie Tilles, R.N., Clinical Associate
B.S., Russell Sage College; M.S., Boston University

Elinor Weeks, M.D., Clinical Associate
B.A., Swarthmore College; M.D., Western Reserve Medical School

John Weldon, Clinical Associate
B.A., St. John Seminary College; M.S.W., Boston College

Judy A. Wester, R.N., Clinical Associate
B.S., Rutgers University; M.S., Boston University

Edward Woicik, M.D., Clinical Associate
B.A., Catholic University; M.D., Georgetown University

June Johnson Wolff, R.N., Clinical Associate
B.S., M.S., Boston University

Resource Personnel

Marcella R. Beaudette, R.N., Director of Nursing
Robert Breck Brigham Hospital, Boston

Bonnie Beers, R.N., Director of Nursing
New England Memorial Hospital, Stoneham

Ann Black, R.N., Director of Nursing
Children's Hospital Medical Center, Boston

Barbara Brady, R.N., Director of Nursing
New England Sinai Hospital, Hyde Park

Carol Brooks, R.N., Director of Nursing
Boston Hospital for Women, Boston

Joan Bruce, R.N., Assistant Director of Nursing for Staff Development
McLean Hospital, Belmont

Ann M. Clark, R.N., Director
Walpole Visiting Nurses Association, Walpole

Joyce Clifford, R.N., Director of Nursing
Beth Israel Hospital, Boston

M. Elaine Devaney, R.N., Director of Nursing
Faulkner Hospital, Jamaica Plain

Susan B. DeCristofare, R.N., Administrator
Brockton Visiting Nurse Association, Brockton

Linda Gerber, R.N., Director of Nursing
Somerville Hospital, Somerville

Grace Haney, R.N., Director of Nursing Service
North Shore Children's Hospital, Salem

Anne G. Hargreaves, R.N., Assistant Deputy Commissioner
Executive Director for Nursing Services and Nursing Education
City of Boston Department of Health and Hospitals, Boston

Sonya Healy, R.N., Assistant Director/Director of Nursing Service
St. Elizabeth Hospital, Brighton

Louise Hickey, R.N., Director of Nursing
Melrose-Wakefield Hospital, Melrose

Ellen Kennedy, R.N., Director of Nursing Services
Malden Hospital, Malden

Margaret E. Letourneau, R.N., Director, Division of Nursing
Salem Hospital, Salem

Arlene Lowenstein, R.N., Associate Director of Nursing
Peter Bent Brigham Hospital, Boston

Mary E. MacDonald, R.N., Director Department of Nursing
Massachusetts General Hospital, Boston

Marilyn W. Matte, R.N., Director of Nursing
Massachusetts Mental Health Center, Boston

Ruth Moses, R.N., Director
Westwood Visiting Nurse Association, Westwood

48 / Undergraduate Education

EVENING

Mary Frances Murphy, R.N., Director of Nursing
Framingham Community Health Service, Framingham

Justine O'Neil, R.N., Director
Needham Visiting Nurse Association, Needham

Constance I. Palmer, R.N., Director of Nursing
Westborough State Hospital, Westborough

Ruth Patterson, R.N., Assistant Director of Nursing Education
Milford-Whittinsville Regional Hospital, Milford

Mary G. Peters, Director of Nursing Service
Sancta Maria Hospital, Cambridge

Mary Ann Peterson, R.N., Director of Nursing Service
Mount Auburn Hospital, Cambridge

Clara M. Power, Director
Brookline Visiting Nurse Service, Brookline

Virginia Shock, Director of Social Work
Baptist Home of Massachusetts, Chestnut Hill

Sister Helen Edward, D.C., R.N., Director of Nursing Service
St. Margaret Hospital, Dorchester

Florence Tankevich, R.N., Director
Newton-Wellesley Visiting Nurse Association, Waban

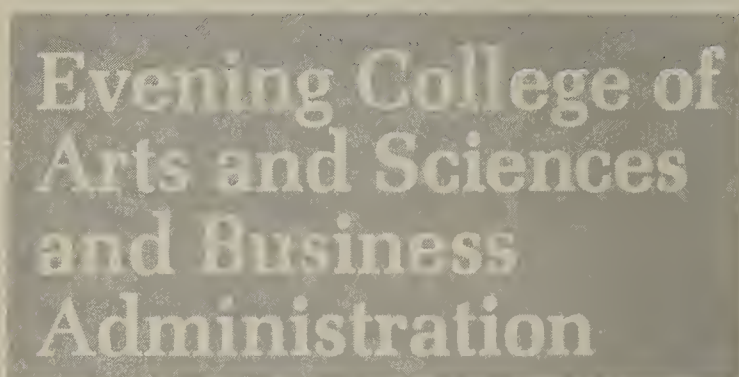
June Taylor, R.N., Director of Nursing
South Shore Hospital, Weymouth

Janice E. Thompson, R.N., Director of Nursing
New England Rehabilitation Center, Woburn

Sandra Twyon, R.N., Chairwoman, Department of Nursing
New England Medical Center, Boston

Sister Lois Ann Van Delft, F.M.M., R.N., Director of Nursing
Kennedy Memorial Hospital, Brighton

Richard Zager, M.D., Acting Associate Chief of Staff Education
Veterans Administration Hospital, West Roxbury



Education for Individuals

Through the challenges of its liberal and professional programs the Evening College extends an opportunity to men and women, young and old, of every race, color, creed, handicap and national origin to discover and develop their individual potential through higher education. Whether a person's goal is a degree or simply to take a stimulating course or two, the Evening College provides an opportunity for each individual to pursue personal interests. Students include recent high school graduates who want to earn a degree and work at the same time; busy housewives who can allot only one or two hours a day for study; those with a precisely defined goal in mind; and those as yet unsure about which direction to take. The Evening College offers the curricular resources, the flexibility and the understanding to respond to these individual intellectual characteristics and needs.

Degree Students

Degree applicants must complete a Boston College Evening College application and submit an official copy of the secondary school record or equivalency certificate. If a post-secondary institution or college (including any other division of Boston College) was attended, an official transcript must be mailed directly from the institution to the Evening College.

While secondary school graduation or its equivalent is required, the academic entrance requirements are flexible. The over-all quality of an academic record and the applicant's present seriousness of purpose are criteria of admis-

sion. No entrance examinations are required. Interested applicants may participate in CLEP—the College Level Examination Program—used to evaluate non-traditional college education such as self-directed study and job related experiences. On the basis of CLEP scores applicants may be awarded college credits.

On the basis of transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in accredited colleges. Courses equivalent in content and quality to those offered by Boston College and which merited a grade of at least C are considered. Transfer students must complete at least half their course work at Boston College to be eligible for a degree.

Special Students

Candidates interested in taking evening courses for academic credit, but not registering for a degree may arrange at registration to enroll for courses as Special Students; no previous application is necessary. Many students attend the Evening College to pursue special interests or to prepare themselves for professional advancement. Experiencing courses well taught, some become degree candidates.

Evening Courses

The Evening College curriculum recognizes and expands its students' particular strengths: their maturity, exceptional motivation and breadth of specialized experience. Some students register for a single course; others pursue undergraduate degree programs. The programs are described in terms of courses designed to broaden and augment one's interest. The maximum course load per week is three; authorization for one additional course will be given only if a student has completed three courses, each with a grade of B— or above, in the previous semester. Academic credit for each course is earned by independent study and participation at class one evening each week from 7:00 to 9:30 p.m.

Day Courses

Through registration in the Evening College, qualified adults may take courses offered during the day alternating as convenient between day and evening attendance. This

opportunity is especially attractive to women whose academic careers have been interrupted and who would like to resume their college education on a part-time basis. Admission to courses is granted on an individual basis; interested candidates should arrange an appointment with a member of the Evening College Staff.

Programs of Study

The curriculum of the Evening College provides a framework within which students of widely differing backgrounds and preparation may select courses suited to their individual interests and varied career objective. The programs provide elective specializations in Business, the Humanities, and the Social Sciences. For graduation, a student must satisfactorily complete thirty courses with a cumulative average of at least C-. Course requirements for the baccalaureate degree may be completed in five years.

To foster informed and mature development within the context of a shared and common cultural background all programs require the completion of specific core courses in the following areas:

Humanities (7 courses)

Rhetoric, Literary Works, English elective, Problems of Philosophy and Philosophy elective; History of Western Religious Thought and Theology elective.

Social Sciences (5 courses)

Two courses in European and American history. Three additional courses selected from the following areas: Economics, History, Political Science, Psychology or Sociology.

Natural Sciences (2 courses)

Two courses in Mathematics or Science.

Information and Office Location

The Evening College has willing and experienced individuals who are eager to help students arrange a realistic schedule—one that combines full-time work responsibilities with educational goals. For a special catalogue contact the Evening College office, Fulton Hall 317, Boston College, Chestnut Hill, Massachusetts 02167.

Graduate Education



Graduate School of Arts and Sciences

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Doctor of Education (D.Ed.), Master of Arts (M.A.), Master of Science (M.S.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), and Master of Science in Teaching (M.S.T.), and to a Certificate of Advanced Educational Specialization (C.A.E.S.).

General Information

The Graduate Admissions Office, McGuinn Hall 221, is open from 9:00 to 4:30, Monday through Friday, to assist persons making preliminary inquiries. Applicants who are U.S. citizens or permanent U.S. residents should obtain their application materials from the department concerned and non-U.S. citizens may obtain their application material from the Graduate Admissions Office.

The *Boston College Bulletin* is obtained from the departments and the *Schedule of Courses Booklet* is published by the University Registrar for each student prior to registration. The Foreign Student Office, the Office of the Dean of Students, and the Graduate Student Association Office—all located in McElroy Commons—provide special services for students in non-academic areas.

Graduate School Programs and Degrees

Depts. of Instruction	Ph.D.	D.Ed.	M.A.	M.A.T.	M.S.	M.S.T.	M.Ed.	C.A.E.S.
Biology	X				X	X		
Chemistry	X				X	X		
Classical Lang.			X	X				
Economics	X		X	X				
Education	X	X	X	X		X	X	X
English	X		X	X				
Geology & Geophysics					X	X		
History	X		X	X				
Mathematics			X			X		
Nursing					X			
Philosophy	X		X					
Physics	X				X	X		
Political Science	X		X	X				
Psychology	X							
Romance Lang.	X		X	X				
Slavic & Eastern Lang.			X	X				
Sociology	X		X	X				
Theology	X		X					
Special Programs								
American Studies			X					
Med. Studies			X					
Slavic Studies			X					
Religious Ed. & Pastoral Ministry	X		X				X	X

MASTER'S PROGRAMS

Requirements for Degrees of Master of Arts, Master of Science, and Master of Education

Acceptance

Candidates for the master's degree must generally be graduates of an accredited college with 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the Graduate School by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of 6 credits.

Course Credits

A minimum of 30 graduate credits is required for each master's degree. No formal minor is required, but with the approval of his or her major department a student may take a limited number of credits in a closely related area. No more than 6 graduate credits will be accepted in transfer toward fulfillment of course requirements as described more fully under Transfer of Credit.

Language Requirement

The extent and nature of the language requirements are the responsibility of the department concerned. See departmental description.

Master's Comprehensive Examination

The candidate for a master's degree must pass a departmental comprehensive examination which may be oral, written or both, as determined by the department. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place directly with the individual departments. Questions on the nature and exact date of examinations should be directed to the department chairperson or director. The following grading scale is used: pass with distinction (PwD), pass (P), low pass (LP), and fail (F). Generally within two weeks, notification of examination results will be sent in writing to the Registrar's office and the individual student. A candidate who fails the Master's Comprehensive Examination may take it only one more time.

Thesis

Some programs require or allow the option of a thesis. It is the responsibility of the student to become familiar with the regulations of his or her major department. A maximum of 6 credit hours, attained by registering for Thesis Seminar 801, is allowed for the thesis. The thesis is done under the supervision of a director and at least one other reader assigned by the department. Students who have completed 6 credits under Thesis Seminar but who have not finished their thesis must register for Thesis Direction 802, a non-credit course, each semester until the thesis is completed. A Graduation Card should be filed with the Registrar in accordance with the dates indicated in the academic calendar in the *Boston College Bulletin*. Two typed copies of the thesis, one original and one clear copy, approved and signed by the director and reader, must be submitted to the

Registrar's Office, accompanied by the proper binding fee, no later than the date specified in the academic calendar.

The submitted theses become the property of Boston College but the University does not limit the author's right to publish results.

Time Limit

The student is permitted five consecutive years from the date of acceptance into the program for completion of all requirements for the master's degree. Extensions are permitted only with approval of the department concerned and the Dean.

Leave of Absence

Students enrolled in a degree program who do not register for course work, thesis direction or for Master's comprehensive in any given semester must request a Leave of Absence for that semester. Leaves of Absence are not normally granted for more than 2 semesters at a time. Students may obtain the Leave of Absence form from the Registrar and submit this form to that office for the Dean's approval.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Dean. Students must notify the Registrar 6 weeks prior to the semester in which they are expected to re-enroll.

Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.)

Master's Programs in Teaching are available for those who are teaching or who wish to prepare to teach. Applicants must be accepted both by the Department in which they wish to specialize and by the Department of Education. The M.S.T. and M.A.T. programs are pursued under one of the following plans:

- Plan A: combines graduate study with a year of teaching internship.
- Plan B: combines a year of graduate study with a period of apprenticeship.
- Plan C: for an experienced teacher or graduate from a School of Education without teaching experience.

For additional information see the Department of Education subsection: Secondary Education.

Students in the M.A.T. and M.S.T. programs must pass a comprehensive examination taken in two parts—one devoted to the subject matter field and the other to the field of Education. Also required is a research paper in the area of specialization. General requirements regarding credits, language, time limit, and Leave of Absence for the Master's Programs described above are applicable to these degrees.

Special Master's Programs

Master of Arts in American Studies—See Departments of History, English, Political Science and Sociology.

Master of Arts in Medieval Studies—See departments of History and English.

Master of Arts in Mathematics (non-research)—See Mathematics Institute.

Certificate of Advanced Educational Specialization (C.A.E.S.)

Students who complete a directed program of courses and/or research amounting to a minimum of 30 semester hours beyond the master's degree are eligible to receive the C.A.E.S. Specific programs for the Certificate have been designed in Administration and Supervision and in Counselor Education, and certificate programs tailored to the requirements of individual students may be arranged in other areas. Each student in the C.A.E.S. program is required to pass a comprehensive examination upon conclusion of course work.

DOCTOR'S PROGRAMS

Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a thesis based upon original research conspicuous for its scholarship.

The minimum requirement for the Ph.D. is that the doctoral student follow a unified and organized program of study. The organization for each department is specified in their "Requirements and Procedures" and is available from the department.

Residence

The philosophy of the residence requirement is that a doctoral student should assimilate the total environment of the University. At least one year of residence is required during which the student is registered as a full-time student at the University. A full semester is ordinarily taken to mean 4 three-credit courses. This period must be arranged by the student with the department. The residence requirement may not be satisfied by summer session attendance only.

Language Requirement

Each department shall decide the extent and nature of the language requirement for its students.

Preparing for Comprehensives

Students preparing for comprehensives may obtain a leave of absence during the interim period following completion of their course requirements and scheduling of the examinations. Those who prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation may opt for course No. 998, Doctoral Comprehensive. The registration fee plus the activity fee are the only payment required. No credit is granted.

Comprehensive Examinations

Student eligibility for taking the Doctoral Comprehensive Examination is determined by the department. Students should consult their department about the nature of this examination and time of administration. Departments use the following grading scale: pass with highest distinction (PwHD), pass with distinction (PwD), pass (P), and fail (F); one of these four grades will be recorded on the student's transcript. Generally within two weeks, the department will send the results in writing to the Registrar's office and to the individual student. A student who fails the Doctoral Comprehensive Examination may take it once again not sooner than the following semester and at a time designated by the

department. In case of a second failure, no further attempt is allowed.

Admission to Candidacy

A student attains the status of a *doctoral candidate* by passing the doctoral comprehensive examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

Thesis

Each doctoral candidate is required to complete a thesis which embodies original and independent research, and demonstrates advanced scholarly achievement. The subject of the thesis must be approved by the major department and the research performed under the direction of a faculty advisor. The manuscript must be prepared according to style requirements of the departments.

Acceptance of the Thesis

As soon as possible after a student's admission to candidacy, a thesis committee will be appointed by the Dean to judge the substantial merit of the thesis. The thesis committee shall include the major faculty advisor as chairperson and at least two additional members of the graduate faculty as readers.

The thesis shall be defended by the candidate in a public oral examination. The Dean must be notified of the examination at least two weeks in advance and announcement of the examination will be posted by the Graduate School Office.

Official approval of the thesis by the thesis committee is required. Committee members certify their acceptance by signing the title page of the thesis. The two signed copies of the thesis should be filed in the Registrar's Office on the date committee approval is given. The submitted thesis becomes the property of Boston College, but the University does not limit the author's right to publish the results.

Thesis Publication

Doctoral candidates should report to the Registrar's Office by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures.

Time Limit

All requirements for the doctor's degree must be completed within eight consecutive years from the beginning of doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

Leaves of Absence

The conditions for leaves of absence and readmission as noted in the Master's Program are also applicable to the Doctoral Program. Leaves of Absence for students on Doctoral Continuation are rarely granted.

Requirements for the Degree of Doctor of Education

Requirements for the Doctor of Education degree are the same as those for the Doctor of Philosophy degree with the following modifications. Three years of teaching experience

are required as a prerequisite for the degree. There is no foreign language requirement, but technical competence in research methods and in statistics is required. There are nine approved major fields of concentration leading to the Doctor of Education degree: 1) Special Education; 2) Educational Psychology; 3) Educational Research; 4) History and Philosophy of Education; 5) Administration and Supervision; 6) Higher Education; 7) Psychology and Measurement; 8) Curriculum and Instruction; 9) Counselor Education and Counseling Psychology.

Interdisciplinary Doctoral Program

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. A student interested in exploring such a possibility should make application to the Dean who will determine if there are available resources in the University for such a program.

The Consortium

Boston College graduate students may cross-register for graduate courses at Boston University, Brandeis, or Tufts. It should be noted that the registration dates of the Consortium are not identical. Further information regarding cross-registration procedures is available in the Registrar's Office.

ADMISSION

Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is a coeducational academic community open to all races, colors, handicaps, and national origins.

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution, and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Evening College of Arts and Sciences and Business Administration or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master/bachelor degree, one should consult his or her own undergraduate dean.

The Graduate School accepts two classes of applicants: Regular (degree-seeking) and Specials (non-degree-seeking).

The credentials required for all Regulars are: 1) A form accompanied by a \$20 non-refundable application fee payable to Boston College Graduate School to be sent to the Graduate School Office in McGuinn Hall 221, and 2) a com-

pleted application form (Form 2), letters of recommendation and official college transcripts to be sent to the department of one's interest. For additional required credentials, e.g. GRE scores etc., consult the requisites of the department to which admission is being sought.

Special applicants normally require only 1) a completed AI form accompanied by a \$20 non-refundable application fee payable to Boston College Graduate School to be sent to the Graduate School Office in McGuinn Hall 221, and 2) a completed application form (Form 2) and official college transcripts to be sent to the department of interest. For additional required credentials, consult the requisites of the department to which admission is being sought. *Special* students may be accepted later as *Regular* students. In this event, no more than 12 credits earned as a *Special* will be accepted as a part of the degree program.

Students, whether *Regular* or *Special* are not admitted officially until the completed application form has reached and been approved by the Graduate Office. Admission should not be presumed without receipt of official notification.

Degree-seeking applicants should consult the department of specialization regarding the specific requisites for the various departmental masters, C.A.E.S., and doctoral programs.

For the necessary application forms and information, *Domestic Students* (U.S. citizens and permanent resident non-U.S. citizens) should address their requests to the department of interest.

Foreign Students (non-U.S. citizens who are not permanent U.S. residents) should address their requests to the Graduate School Office, McGuinn Hall 221.

If one's department of interest has requirements involving GRE Aptitude, Miller's Analogies Tests, etc., information regarding these tests may be obtained from:

The Office of Testing Services
Boston College
Chestnut Hill, Massachusetts 02167

Information on the GRE tests also may be obtained from:
Educational Testing Service
Box 955
Princeton, New Jersey 08540

Educational Testing Service
1947 Center Street
Berkeley, California 94794

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

Procedure for Filing Applications

Domestic Students (U.S. citizens and other permanent residents of U.S.)

Domestic students applying for admission and financial aid should submit all application materials to the department or program to which admission is sought.

Unless other dates are indicated by individual departments/divisions, the completed applications for admission should be on file to the departmental office by April 15 for June admissions, May 15 for September admissions and November 15 for January admissions. Applications for admission which involve a request for financial aid should be

on file in the department concerned by March 15. Allocation of financial aid is determined only once for the whole ensuing academic year (September-June).

If, after five or six weeks following application, domestic students have not received word concerning the status of their application, they should make inquiries of their departments regarding the completeness of their files.

Foreign Students (non-U.S. students who are not permanent residents of U.S.)

Foreign students seeking admission should write the Boston College Graduate School of Arts and Sciences for REQUEST FOR APPLICATION FORM. When this preliminary REQUEST FOR APPLICATION FORM is returned by the student to the Graduate School Office, it will be evaluated by the Committee on Admissions.

Applicants who are judged to be qualified as potential degree candidates will then receive the complete application forms entitled INTERNATIONAL STUDENT APPLICATION FOR ADMISSION TO THE BOSTON COLLEGE GRADUATE SCHOOL OF ARTS AND SCIENCES.

Foreign students should send all their completed application materials to:

Graduate School of Arts and Sciences
Graduate Admissions Office
Boston College
Chestnut Hill, Massachusetts 02167 U.S.A.

They should NOT send these materials directly to the department or program concerned since this will only delay the processing of their applications.

Applications for admission which do NOT involve a request for financial aid should be sent to the Graduate School Office by April 15 for September admissions and by October 1 for January admissions.

Applications for admission which DO involve a request for financial aid should be sent to the Graduate School Office by February 15. No requests for financial aid will be considered for January admissions.

If, after seven or eight weeks following the submission of all application materials, foreign students have not received word regarding the status of their applications, they should address the Graduate School Office for information concerning the completeness of their files.

Acceptance

Announcements of acceptance or rejection are sent out on a rolling basis after the Graduate School Committee on Admissions has reviewed the academic records of the applicants. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Dean.

Registration

Registration is conducted under the direction of the Office of the University Registrar. Classes start on September 5, 1979 and January 14, 1980. Registration, which is "delayed," allows students an advisement period during which they may plan a more meaningful choice of courses. The days for registration are September 17, 18, 1979, and January 28, 29, 1980, 9:30-11:30; 1:00-4:00; and 6:00-7:30. After registration, no addition of courses, change from credit to audit or audit to credit are permitted. Students may withdraw from a course up to three weeks prior to examinations and may receive partial tuition refund on withdrawals submitted during the three weeks following registration.

Step 1: At each student's department:

Students who have been officially admitted by the Dean

will complete Authorization Forms for their program of courses, obtain their chairperson's signature of approval for each course and then proceed with these to Central Registration. Whenever possible, students should bring their letter of acceptance to registration.

Students who do not have a formal letter of acceptance from the Dean will complete the Authorization Form and then proceed as described above. Voucher-holders, cross-registrants from other schools, and individuals currently applying as Special Students are included in this group.

Step 2: At central registration:

In brief, all students will complete a Student Profile Sheet (Social Security Number required); pay semester fees and tuition in full to the Treasurer (\$130 per credit; \$5 registration fee; student activity fee); drop off all forms, and have ID photo taken if needed (\$3). Students currently applying for admission and who have not been formally accepted must, in addition, sign a Legal Agreement and complete the application process within six weeks.

Record of Registration

During the fifth week of classes, students will be mailed a copy of their Record of Registration. The record will show the student's complete registration. Students should report immediately any errors in their registration by bringing their receipted copy of the Course Change Authorization Form to the University Registrar's Office, Lyons 101. When corrections have been made on the Record of Registration, an updated copy will be mailed to the student. Students are responsible for verifying the accuracy of their Record of Registration; they will be graded in the courses indicated on that record.

ACADEMIC REGULATIONS

Grades

In each graduate course (exclusive of Thesis Seminar 801) in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in more than 10 or an F in more than 8 semester hours of course work may be required to withdraw from the school.

Withdrawal from a Course

To withdraw from a course after the first two weeks of class, a graduate student should pick up a Course Change Authorization Form in the University Registrar's Office, Lyons 101. The student will consult the department chairperson to obtain an authorization signature and after the first five weeks of class will get the written consent of the professor involved and then return the form to the Registrar's Office. When submitted one copy will be receipted and returned. This copy should be retained by the student until notification is received through the mail that the requested changes have been recorded.

For students who officially withdraw from a course within the first two weeks of class, no recording entry will appear on the permanent record. After the first two weeks of class but before the last three weeks of class, official withdrawal from a course will be recorded by "W" in the grade column of the permanent record. No student will be permitted to drop a course during the last three weeks of classes or during the examination period. Students still registered in a course during this period shall receive a final grade in the course.

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an "I" (Incomplete). Effective as of Fall Semester 1977, except for extraordinary cases, the grade of Incomplete (I) for any course shall not stand for more than 4 months. In extraordinary cases, the student may petition the Dean for an exception.

Any Incomplete grade which is turned into the Registrar's office will remain an Incomplete until it is changed by a formal action of the faculty member involved.

Semester Examinations and Grade Reports

A semester examination is given in each course, except seminars and teacher-training courses. Students should consult the semester examination schedule posted outside the University Registrar's Office, Lyons 101. When examinations or classes are cancelled as a result of stormy weather, announcement is made by radio (WBZ, WHDH) generally at the latest by noon. The scheduling of examinations thus cancelled is posted outside Lyons 101. Semester grade reports are mailed to all students who are in good standing.

Transcript Requests

Transcript requests in writing should be addressed to the University Registrar. The student should indicate his or her full name and should specify whether he or she is currently enrolled, on leave of absence, withdrawn, or graduated. A \$1.00 fee is charged for each transcript and must be enclosed with the request. The official transcript lists all courses for which the student has been registered in the Graduate School.

Change of Name and Address

Students will be responsible for maintaining their current name and address on file in the Registrar's Office.

Transfer of Credit

Students who have completed one full semester of graduate work may request transfer of not more than six graduate transfer credits. Only courses in which a student has received a grade of B or better will be accepted. Transfer of Credit forms, which are available in the University Registrar's Office, should be submitted, together with an official transcript, directly to the student's chairperson and Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School and who have earned credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise.

GRADUATION

May Graduation

Graduate School degrees are awarded at the annual May commencement. Students who plan to graduate in May should file a Graduation Card in the Registrar's Office by the deadline stated in the Academic Calendar. The graduation fee (\$20.00 for Master's; \$25.00 for Doctor's degrees) is due at this time. For students who sign up and pay for graduation but for some reason do not graduate on the anticipated date, the Registrar's Office will automatically move them up to the next scheduled graduation period. Those who finish degree requirements during the school year may request a Letter of Certification for the completion of their degree requirements.

Diplomas are distributed immediately following the completion of the commencement program. Diplomas will be kept for only one year after the date of graduation; thereafter, graduation will be indicated by transcripts only, except in the most unusual circumstances.

The name of a graduate will not appear on the official commencement list unless all financial and library accounts have been settled, nor will diploma or transcripts be awarded or issued where the fees have not been paid.

September and January Graduations

Graduate students who have completed all degree requirements by September 1 or January 2 are eligible to receive the degree as of those dates. The procedure is the same as for May graduation. The deadline for filing the graduation card in the Registrar's office is July 8 and December 1. As there are no commencement exercises, the names of those receiving degrees will be included in the program of the following May commencement.

FINANCIAL AID

Academic Grants

A variety of fellowship grants and scholarships are available to aid promising students in the pursuit of their studies; University Fellowships, Teaching Fellowships, Graduate Assistantships, Research Assistantships and Tuition Remission Scholarship. Application for fellowship grants and scholarships should be made according to the procedures outlined in the preceding paragraphs under the heading APPLICATION, and completed applications should be on file in the departmental office by March 15. Applications which are received after this date will be accepted but normally they will be considered only if unexpected vacancies occur. The scholastic requirements for obtaining fellowship grants or scholarships are necessarily more exacting than those for securing simple admission to the Graduate School.

University Fellowship

University Fellowships are available in departments offering the Ph.D. degree. These are non-service awards and provide a stipend of up to \$2500 and may include up to full remission of tuition.

Teaching Fellowships

The Graduate School has available a limited number of teaching fellowships. These provide for a stipend of up to

\$3800 and also a scholarship in the form of tuition remission. The stipend is adjusted to the academic qualifications and degrees of the recipient. The teaching fellow, in addition to the graduate program of studies, is responsible for six hours of teaching in the undergraduate colleges.

Assistantships

Assistantships are available in most departments. Application for assistantships should be made to the department and should be returned to the department office concerned by March 15. Later applications will be received, but prior consideration will be given to those who submit requests and credentials before or on that date. The scholastic requirements for obtaining assistantships are necessarily more exacting than those which might suffice for admission to the Graduate School.

Assistantships are granted on an academic-year basis (September-June). Generally, the assistants in natural science departments assist in laboratory activities. In these and other departments the assistants may be otherwise involved in the academic activities of the department.

Stipends for full-time graduate assistants range up to \$3800. Usually a scholarship in the form of tuition remission accompanies such awards. Laboratory fees are remitted to science assistants, but they are responsible for other normal Graduate School fees.

Research Assistantships

Research assistantships are available in departments having external research grants, both Federal and private. The stipends are similar but not uniform in the departments. Summer research opportunities are also available on some research projects. For further information, contact the Chairperson of the department.

Tuition Remission

Since appointments as Teaching Fellows or Graduate Assistants ordinarily are made on the basis of academic achievement, scholarships in the form of tuition remission usually accompany such university appointments.

In addition other scholarships in the form of tuition remission are available for a limited number of students upon presentation by the department both of a student's scholarship and needs.

Procedures for Grant Recipients

Teaching fellows and assistants are full-time graduate students. Consequently, they may not accept any additional commitment of employment without prior consultation with and permission of the Chairperson of the department and notification to the Dean of the Graduate School.

At the opening of each school year, or at whatever other time a grant may be awarded, recipients must report to the Treasurer's Office to fill out personnel cards.

A grant recipient who relinquishes a fellowship, assistantship or tuition remission must report this matter in writing to the department Chairperson and to the Dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

GRADUATE PROGRAMS

Department of Biology

The Department of Biology offers courses leading to the degrees of Doctor of Philosophy and Master of Science, and cooperates with the Department of Education in the Master of Science in Teaching (M.S.T.) program.

Those seeking admission to the graduate program should have a strong background in biology, chemistry and mathematics with grades of B or better in these subjects. Deficiencies in preparation may be made up in the graduate school. Ph.D. students must include differential calculus and physical chemistry in their preparation; these may be taken during the course of graduate studies.

No formal modern foreign language examination is required; but students entering the Department without knowledge of a modern foreign language must take two years work in a modern foreign language with a grade of B or better. Individual professors may test a student for proficiency in the foreign language.

The Ph.D. program does not require a specific number of graduate credits; however, the Resident Requirements, as defined in the Graduate School Bulletin, must be met.

Requirements: The core curriculum for Ph.D. students includes Biochemistry, Biochemistry Laboratory and one advanced course in each of the following three areas: physiology, microbiology and genetics. Ph.D. students are required to take at least four seminar courses. The core program for M.S. students consists of Biochemistry, Biochemistry Laboratory, and advanced courses in two of the three areas listed above. In addition, M.S. candidates are required to take one seminar course. Both M.S. and Ph.D. degrees require the presentation and oral defense of a thesis based on original research.

M.S. and Ph.D. students are also expected to participate in the teaching of undergraduate courses during their course of studies. M.S.T. candidates are not required to follow a specific core curriculum, but with the advice and consent of their advisors take those courses that best satisfy their individual requirements. They should contact the Department Chairperson for information concerning the research paper and comprehensive examination requirements.

Cancer Research Institute

The Cancer Research Institute offers to graduate and undergraduate students the opportunity to conduct independent and supervised research in the field of cancer. It is the purpose of the Institute to acquaint dedicated students with the problem of cancer and to make available the facilities of this Institute as well as those of other Cancer Institutes in the Metropolitan area. The staff of the Institute has a cooperative research agreement with Children's Cancer, The Jimmy Fund Research, Peter Bent Brigham Leukemia Laboratories.

Department of Chemistry

The Department of Chemistry offers courses leading to the degrees of Doctor of Philosophy and Master of Science in analytical chemistry, inorganic chemistry, organic chemistry and physical chemistry. The Master's degree is intended as a terminal degree. The Master of Science in Teaching (M.S.T.) is offered through cooperation with the Department of Education.

All entering graduate students take qualifying examinations in inorganic, analytical, organic and physical chemistry. Master's degree candidates must take the examinations at least once for placement purposes. Ph.D. candidates are required to pass the Qualifying Examinations no later than the end of the first year of graduate studies.

Formal courses may be waived in the first year in areas of demonstrated proficiency, as revealed by the Qualifying Examinations.

Requirements: Every student is expected to attain a grade point average of at least 2.50 at the end of his or her second semester in the Graduate School, and maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program.

There is no total credits requirement for the Ph.D. degree. First year requirements provide the student with breadth of knowledge in the traditional four fields; analytical, inorganic, organic and physical chemistry, as well as familiarity with the basic instruments, especially infrared, ultraviolet, nuclear magnetic and mass spectroscopy. Beyond the first year each student will pursue a program of studies consistent with individual educational goals and with the approval of the student's advisor.

Candidates for the M.S. degree in Chemistry must pass an examination in German; those for the Ph.D. degree, examinations in German and a second language: French or Russian is recommended. These examinations must be successfully passed before the student is formally admitted to candidacy. In addition, each student presents two seminars before being granted an advanced degree: the first is a Literature Seminar to be presented during the student's second year; the second is a Research Report on results of his or her thesis research and given during the student's last year of residence.

The Comprehensive Examination for the M.S. degree is a public, oral defense of the student's research thesis. The Ph.D. Comprehensive Examination consists of a series of cumulative examinations which test the student's development in his or her major field of interest and critical awareness and understanding of the current literature.

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. During the second year this research will be the major effort of the student seeking a Master's degree. For the Ph.D. candidate a research project requiring two to three years of sustained effort will begin usually after the first year of study. An oral defense of the dissertation completes the degree requirements.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Chairperson.

Department of Classical Studies

The department grants an M.A. degree in Latin or Greek, or Latin and Greek. The degree can be obtained in either of two ways: 1) by thirty credits in course work 2) by twenty-four credits in course work plus a thesis (with special permission). The M.A.T. degree is offered for students wishing to prepare for teaching.

Requirements: Candidates for the degree are required to complete a departmental reading list in Latin authors, or Greek authors, or both, depending on the type of degree

sought. Comprehensive examinations will be written and oral, consisting of translations from the authors on the reading list, questions on the content of the candidate's course work, on the general history of Latin and/or Greek literature, and on the thesis if offered in partial fulfillment of the requirements.

A student's modern language reading ability in French or German, and by exception in Spanish or Italian, will be tested by the Department.

Department of Economics

The graduate program in economics is oriented primarily toward full-time students who are seeking the Ph.D. A limited number of students are also accepted to the M.A. program, which may be undertaken on either a part-time or full-time basis, and in rare cases applicants are accepted as part-time students in the Ph.D. program.

The Ph.D. Program

The doctoral program is designed to train economists for careers in teaching or research by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements for the Ph.D. include a minimum of eighteen courses, comprehensive examinations, a one-year residence requirement, and a thesis.

In the first year of the doctoral program students are normally required to take two semesters of Micro Theory (Ec 700, 701), two semesters of Macro Theory (Ec 703, 704), one semester of Mathematics for Economists (Ec 711), one semester of Statistics (Ec 727), one semester of Regression Analysis (Ec 728), and an elective second term. The first semester of each theory sequence is designed as an intuitive-geometric introduction to theoretical concepts in preparation for the standard mathematical graduate approach, which begins in the second term. Students who enter with equivalent prior background may be exempted from at least the first semester of micro, macro, or mathematics for economists, however, by passing an examination in the field. Those students who exempt first-year courses are expected to elect additional courses from those listed up to a total of four courses each semester.

In the second year, students complete a third semester each of Micro (Ec 702) and Macro Theory (Ec 705), take a one semester course in Applied Econometrics (Ec 729) designed to coordinate the previous theory and statistics-econometrics coursework, and various electives from a wide range of electives. These include advanced theory, econometrics, money and banking, fiscal economics, industrial organization, international trade and finance, economic systems, economic development, urban economics, labor, economic history, capital theory and finance, and consumer economics. Students may also take independent study and, subject to departmental approval, may take courses in other departments of Boston College, or at Boston University, Tufts, or Brandeis.

Thesis work begins in the third year. Each student is required to take six credits of dissertation direction under the direction of a thesis advisor and participate in thesis seminars in which students present their ideas to their fellow students and the faculty for review.

Comprehensive examinations are given in May and September of each year. All students must pass written comprehensives in micro theory, macro theory, and two other fields from those listed above.

Total course requirements for the Ph.D. include fifty-four credits in economics, less any which may be waived by ex-

amination. Students in the doctoral program are expected to achieve a B+ average in their course work to remain in good standing.

All candidates for the Ph.D. are required as a part of their course of study to provide part-time service for at least two years in research assistance and/or supervised teaching, or to demonstrate mastery of these skills from equivalent experience elsewhere. Stipends are normally awarded in connection with these services, to assist the students in their course of study, but failure to provide a stipend does not constitute waiver of the requirement.

The M.A. Program

The M.A. program in economics is designed to train people for careers as research economists in business or government. It is aimed at students who qualify, by virtue of both interest and aptitude, for a sophisticated program in quantitative economic analysis but who do not wish to make the time commitment required of a Ph.D.

Requirements for the M.A. degree include the satisfactory completion of ten courses and a comprehensive examination. The ten courses will normally include two semesters each of Micro Theory (Ec 700-701) and Macro Theory (Ec 703-704); one semester of Mathematics for Economists (Ec 711); Statistics (Ec 727); Regression Analysis (Ec 728); Applied Econometrics (Ec 729); and two electives from the 800-level courses.

The M.A. program is offered as a self-contained program, but the M.A. degree will also be awarded, upon request, to Ph.D. students who meet the M.A. requirements in the course of their doctoral work.

Admissions Information

Students who are quite sure they wish to pursue a Ph.D. should apply for admission directly to the Ph.D. program and not to the M.A. program. Requirements for admission are at the same level for both programs, and students who are admitted to one may normally transfer, given satisfactory performance, to the other. Financial aid is available only to full-time students in the Ph.D. programs.

Requests for further information or for application forms for admission and financial aid should be addressed to the Committee on Admissions, Economics Department, Boston College, Chestnut Hill, Mass., 02167. Applicants are required to submit college transcripts, two letters of recommendation, and scores from the Graduate Record Examination's quantitative, verbal, and economics tests. Applicants interested in financial assistance should ensure that their applications are completed by March 15. Applications completed beyond that date will be considered but will be subject to reduced chances of financial aid awards.

Department of Education

Research and practical experience are facilitated by long-standing relationships with organizations outside the Department of Education and sometimes outside the University.

International Program for Graduate Studies

The School of Education's International Program offers overseas opportunities through course work for Graduates desiring classroom or research opportunities and experiences. Participants may work with their counterparts in such countries as India, Wales, Ireland, Scotland, Switzerland, New Zealand, Great Britain and others. Fall, Spr-

ing and Summer assignments are possible. For further information, consult with the Program Director or the International Program Director, School of Education, Campion 115, Boston College, Chestnut Hill, Massachusetts, 02167.

DEPARTMENT PROGRAMS AND REQUIREMENTS

Master of Education Degree:

The Master of Education is given in twelve fields: Educational Psychology, Elementary Education, Counselor Education and School Psychology, Administration and Supervision, Reading, Religious Education, Early Childhood, Gifted, Media Specialist, Special Education and Rehabilitation (peripatology), and Education Research.

Ed 500- History of American Education is recommended for those who have had no course work in the history of American education. Each student is required to pass a comprehensive examination upon conclusion of course work.

All courses in the three hundred sequence (Ed 300-399) are open to undergraduates.

Master of Arts in Teaching and Master of Science in Teaching Degrees:

The M.S.T. M.A.T. degree programs are designed for liberal arts graduates who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level. Programs are described under the section dealing with Secondary Education.

Master of Arts Degree:

The Master of Arts degree is given in two areas: Philosophy of Education and Counseling Psychology. The requirements are given in the sections on Philosophy of Education and Counseling Psychology.

Certificate of Advanced Educational Specialization (C.A.E.S.):

Students who complete a directed program of courses and/or research amounting to a minimum of 30 semester hours beyond the Master's degree are eligible to receive the C.A.E.S. Specific programs for the Certificate have been designed in Administration and Supervision, Religious Education, Counselor Education, and certificate programs tailored to the requirements of individual students may be arranged in other areas. Each student in the C.A.E.S. program is required to pass a comprehensive examination upon conclusion of course work.

Doctor of Philosophy and Doctor of Education Degrees:

A formal doctoral program of study is defined as a minimum of 84 graduate course credits earned subsequent to receipt of the Bachelor's degree. Students possessing a Master's degree at the time of their admission to doctoral studies may be permitted to transfer up to thirty graduate course credits to their doctoral program. No more than six additional graduate course credits earned at Boston College or elsewhere prior to admission to a doctoral program may be transferred.

Upon admission to a doctoral program, the doctoral student will be assigned a temporary advisor. During the first semester of doctoral studies the student will be assigned an academic advisor.

The doctoral program of studies will be designed by the student in consultation with his or her advisor. A major field of concentration consisting of at least 30 graduate course credits must be included in the program. Included in the 30 graduate course credits will be six credit hours of Ed 988-Dissertation Direction. One or two minor fields of concentration may be included, at least 15 graduate course credits being necessary to constitute a minor.

Doctor of Education: The candidate must have had three years of full-time education experience prior to receipt of the degree. Technical competence in research methods and statistics must be demonstrated in a manner approved by the Department.

Doctor of Philosophy: The student must demonstrate proficiency in at least one language other than English. The languages specified may include any classical, modern or computer language. Statistical competency may also be required.

Technical competence is defined by successful performance in the following courses: Ed 468 Introduction to Statistics, Ed 469 Intermediate Statistics, Ed 565 Educational and Psychological Testing: Theory and Practice, and Ed 865 Planning and Conducting Educational Research.

History and Philosophy of Education

Ph.D. and D.Ed. degrees are offered in the History and Philosophy of Education. The doctoral program is open to students whose academic backgrounds and interests recommend them for an advanced, scholarly study of the cultural, social and theoretic dimensions of education. The ordinary career objective of students in the program is college or university teaching, yet the program offers ample opportunities for the academic preparation of the educational generalist. Thus, students who are interested in a fundamental and scholarly approach to broad issues in education may find this program both personally and academically rewarding.

Requirements: In addition to fulfilling general requirements of the Department, students are to earn at least 24 credit hours in history and philosophy of education. All students in the program are required to take:

- Ed 402 Modern Educational Thought
- Ed 500 History of American Education
- Ed 602 History of Ancient and Medieval Education
- Ed 603 History of Modern Education
- Ed 706 Philosophy of American Education
- Ed 802 Seminar in Philosophy of Education
- Ed 803 Seminar in History of Education

Several courses are open to graduate students below the doctoral level as well as to doctoral students from other programs, usually without prerequisites. Such courses undertake to provide a theoretical and liberalizing influence on graduate education.

The M.A. degree in the Philosophy of Education is awarded to students who have followed an approved thirty-hour program of study, including a course in Educational Research, a course in Modern Psychology and Education, two courses in History of Education, two electives, and four courses in Educational Philosophy. Approved field study and research may be used for electives. This program is open to students with the bachelor's degree; school or school-related experience is not a prerequisite for entering the program. Students must pass an end-of-course written or oral comprehensive examination.

Educational Psychology

Candidates for the M.Ed. in this program are prepared to serve as educational instructors, researchers and consul-

tants in school systems, prisons, hospitals, social agencies, publishing houses, and industry. They sometimes serve in schools as in-service leaders, with a portion of their teaching assignment reduced.

Requirements:

Ed 402 Modern Educational Thought

or

Ed 403 Philosophy of Education

or

Ed 404 Evolution of Educational Doctrine

Ed 311 Educational Psychology

or

Ed 414 Modern Psychology and Education

Ed 315 Psychology of Adolescence

Ed 416 Child Psychology

Ed 460 Research Methods in Education

Ed 412 Abnormal Psychology

Ed 468 Introduction to Statistics

Three electives (suggested: Ed 373, 382, 383, 392, 424, 464, 466, 499, 526, 579; Ps 609, 610, 614; Sc 761).

Ph.D. Program: The range of careers available to Educational Psychology graduates with a Ph.D. is quite wide and includes careers in university teaching, research, consultation to business and school systems, and work in hospitals and correctional institutions.

Requirements: Students at the Ph.D. level also must fulfill the above requirements if they have not done so in earlier graduate work. They should also enroll in Ed 469 Intermediate Statistics and in as many of the doctoral seminars listed below as possible. Choices of their remaining courses are relatively open, and include the option of up to five courses concentrated in some other specialization.

Ed 611 Development and Learning in Infancy and Early Childhood

Ed 810 Seminar in Early Childhood

Ed 813 Seminar in the Psychology of Parenthood

Ed 910 Projects in Educational Psychology

Ed 911 Seminar in Cognitive Processes

Ed 913 Seminar in Motivation: Theory and Practice

Ed 915 Culture and Psychology

Ed 916 Seminar in Child Psychology

Ed 917 Seminar in the Methods of Educational Psychology

Outdoor Education

Candidates for the M.Ed. in this program are prepared to lead a wide variety of educational activities in outdoor settings. Graduates will be able to facilitate growth in such areas as interpersonal and intergroup skills, self-confidence, knowledge of ecology, sensory awareness, basic educational skills, and survival abilities.

Graduates will be eligible for jobs at parks and reservations which conduct educational programs, and at schools, residential centers, penal institutions, Outward Bound, and other facilities whose aim is to offer such help, to adolescents especially.

Required courses in this 30-credit program are:

Ed 309 Seminar in Science Education

Ed 311 Educational Psychology
(or 414-Modern Psychology and Education)

Ed 315 Adolescent Psychology

Ed 317 Practicum in Outdoor Education

Ed 340 Personality Theories

Ed 341 Counseling Theories

Ed 412 Abnormal Psychology

Ed 416 Child Psychology

Two electives (recommended electives are Ed 300, 320,

325, 326, 327, 328, 392, 402, 403, 404, 440, 450, 499; field placements are also available for 3 credits).

Early Childhood Education

The Early Childhood Education Program focuses on the study of the child from birth through seven years and prepares students for degrees at the Master's, C.A.E.S. and Doctoral levels. In addition, students have the option of completing an Early Childhood degree in combination with other education programs, such as Educational Psychology, Counseling Psychology, Special Education or Educational Administration. Those wishing to get elementary education teacher certification through the Early Childhood Program will be required to do some additional coursework in Elementary Education, which will be worked out on an individual basis. In addition, beginning in the Fall of 1979, M.Ed. students will be able to elect a program leading towards fulfillment of requirements for the new Massachusetts certification: Teacher of Young Children with Special Needs. A careful combination of courses and field experience can prepare graduates for a variety of positions, such as director of daycare and early intervention programs, teacher of preschool through second grade, college or university instructor, or member of multi-discipline teams in research, government and hospital settings.

M.Ed. Requirements: In addition to Departmental requirements, the following courses are required for the Early Childhood Program:

Ed 416 Child Psychology

Ed 307 Quantitative Skill Development, Preschool
or and Kindergarten

Ed 318 Reading and Language Arts, Preschool
or through Grade Two

Ed 413 Early Childhood Curriculum

Ed 611 Development and Learning in Infants
and Preschoolers

At least four of the following should be taken:

Ed 387 Infant and Preschool Exceptional Child
(Summer Session)

Ed 388 Infant and Preschool Exceptional Child
Practicum (Summer Session)

Ed 419 Student Teaching-Early Childhood

Ed 429 Pre-Practicum Early Childhood

Ed 494 Language Acquisition

Ed 513 Early Detection of Emotional Disturbance
in Infants and Toddlers

Ed 567 Assessment of Preschool Children

Ed 642 Introduction to Play Therapy

Ed 649 Practicum in Play Therapy

Ed 661 Seminar on Infant Assessment

In addition to the above courses, there is a series of courses on International Education. This includes a summer overseas school experience in an early childhood setting. Those wishing to participate in the overseas program should make application through the International Center. The following courses are available through this series:

Ed 415 International Classroom Experience in
Early Childhood Education (Summer)

Ed 423 Symposium on International Education

Ed 605 Comparative and International Education

Ph.D. Requirements: In addition to Departmental requirements, students may choose from the above early childhood education courses to design a program which will meet their individual needs. The following courses will be required for doctoral students:

Ed 611 Development and Learning in Infants
and Toddlers

- Ed 710 Learning in the Young Child: A Research Approach
- Ed 810 Seminar in Early Childhood
- Ed 813 Seminar in the Psychology of Parenthood
- Ed 911 Seminar in Cognitive Development within the first Seven Years

In addition, for students of this program who intend to be certified as counselors in elementary schools, the following courses will be required:

- Ed 440 Principles and Techniques of Counseling
- Ed 443 Counseling and Group Processes in Elementary School
- Ed 448 Career Development and Placement
- Ed 464 Individual Intelligence Testing

Early Childhood: Counseling and Child Development

Students may obtain a Master's degree in this program which is jointly under the auspices of the Counseling Psychology and Early Childhood Programs. The program is designed for educators and other professionals who are interested in gaining a greater understanding of emotional growth in the young child and developing skills in early identification and prevention of emotional problems. Graduates of this program will have opportunities in an expanding field for teaching in therapeutic classrooms, working in mental health centers, consulting with day care centers and nursery schools, serving on multidisciplinary teams, and working with parents. Students will be required to do a practicum for two semesters which will involve a commitment of at least two days per week for a full year in one placement.

Note: Due to limits on members who can be accepted into this program, all persons seeking admission for the Fall Semester must have complete application folders submitted by the previous March 1st. However, for the academic year 1979-80, students may delay their application until April 1.

The following courses will be required:

- Ed 398 Working with Parents
- Ed 416 Child Psychology
- Ed 445 Clinical Child Psychology
- Ed 513 Early Detection of Emotional Disturbances in Infants and Toddlers
- Ed 567 Assessment of Pre-school Children
- Ed 611 Development and Learning in Infants and Preschoolers
- Ed 642 Introduction to Play Therapy
- Ed 648 Practicum in Counseling Children

Counseling, School Psychology and Counseling Psychology

The Boston College Master's of Education program in counseling is designed to meet certification requirements for school counselors of the Massachusetts Department of Education and professional standards recommended by the American Personnel and Guidance Association. Incoming Master's degree students may begin their program in September, January or Summer Session.

M.Ed. students should follow one of the two programs listed below which satisfy provisional state requirements. The M.Ed. programs contain a common core of counseling courses but permit selection of recommended courses for professional preparation for either working with children under 12 or with adolescents and adults. Each of the professional courses in counseling is accompanied by prepracticum laboratory experience.

The Department of Education requires that all students in

the Department take three courses outside their major area as part of their Master of Education program. The Division of Counseling recommends these three be in Educational Psychology, Special Education and Research and Measurement.

A counseling practicum with a minimum of 150 clock hours in a regular school setting is required for counselor certification in Massachusetts. Practicum usually requires at least two days per week during regular school hours. Any student unable to meet this requirement should not apply to this program. There can be no exceptions. Students must sign up for practicum by November 1st or April 1st of the semester preceding such enrollment. Any student signing up who does not enroll for that practicum must wait one year before being eligible again.

Students wishing to be counselors in public schools must assume responsibility for determining the teacher-counselor certification requirements of the state in which they want to be certified.

Master of Education in Counseling Children

Requirements:

- Ed 440 Principles and Techniques of Counseling
- Ed 443 Counseling and Group Process with Children
- Ed 448 Career Development and Placement
- Ed 445 Clinical Child Psychology
- Ed 542 Principles of Behavioral Counseling
- Ed 641 Behavior Disorders in Childhood and Adolescence
- Ed 648 Practicum in Counseling Children
- Ed 464 Individual Intelligence Testing
- Ed 416 Child Psychology

or

- Ed 414 Modern Psychology and Education

A graduate course in Special Education plus 2 electives of student's choice.

A Master of Education in Early Childhood: Counseling and Child Development is offered in collaboration with the Early Childhood Program. (See section on the Early Childhood Program for details.)

Master of Education in Counseling Adolescents and Adults

Requirements:

- Ed 440 Principles and Techniques of Counseling
- Ed 446 Counseling Theory and Process
- Ed 448 Career Development and Placement
- Ed 465 Group Psychological Tests
- Ed 646 Practicum in Counseling Adolescents and Adults

- Ed 544 Case Studies-Diagnosis: Adolescence

or

- Ed 641 Behavior Disorders in Childhood and Adolescence

- Ed 549 Abnormal Psychology for Counselors

- Ed 414 Modern Psychology and Education

or

A course in Special Education

Plus four electives which satisfy departmental and/or divisional requirements.

Master of Arts in Counseling

A Master of Arts degree in counseling is available to candidates who desire to work in non-school settings. In general, the course requirements are similar to those of the M.Ed. in counseling programs. However, the M.A. candidate may have more flexibility in choosing electives. NOTE: Since

the M.A. candidate will not have a practicum placement in a comprehensive school system (Kindergarten through 12th grade), completion of this M.A. program does NOT qualify for certification as a school counselor in Massachusetts.

Master of Arts in Counseling Socially Disorganized Youth

A program leading to a Master of Arts degree with a specialization in working with socially disorganized, delinquent or acting out adolescents is offered. The program is designed as pre-service or in-service training for careers in probation, court diversion, residential treatment centers, or other areas concerned with counseling acting out or delinquent adolescents.

The M.A. program has a common core curriculum consisting of twenty-four hours of required course work (8 courses) and twelve hours of work in specialized areas, e.g. juvenile vs. adult offenders. Two semesters of practicum must be completed in a setting providing experience in counseling public offenders, either juvenile or adult, dependent on student's choice of specialization. Recommended programs are as follows:

I. Core Curriculum:

- Ed 440 Principles and Techniques of Counseling
- Ed 446 Counseling Theory and Process
- Ed 545 Communication in Counseling
- Ed 640 Group Counseling and Group Theory
- Ed 641 Behavior Disorders in Childhood and Adolescence

I. Sc 330 Deviance and Social Control

- Ed 646 Practicum in Counseling Adolescents and Adults

II. Specialization by Age:

a. Juvenile:

- Sc 724 The Juvenile Court and Correctional Process
- Ed 445 Clinical Child Psychology
- Ed 544 Case Studies-Diagnosis: Adolescence Elective

b. Adult:

- Sc 722 Advanced Criminology and Penology
- Ed 549 Abnormal Psychology for Counselors
- Ed 643 Counseling for Human Development Elective

Certificate of Advanced Educational Specialization in Counseling

The Certificate of Advanced Educational Specialization (C.A.E.S.) is a permanent part-time program designed to complete the professional preparation needed by counselors beyond the Master's degree. It is intended for persons who are working full time as counselors, and has no residency requirement. Doctoral students may not elect to substitute the C.A.E.S. Similarly, acceptance to the C.A.E.S. program does not imply acceptability to a doctoral program.

Applicants to the C.A.E.S. program must have completed the equivalent of a Master's degree in counseling and two to three years of continuing successful professional experience in the field. The C.A.E.S. candidate must complete 30 semester hours of advanced graduate level coursework (ordinarily those courses numbered 600 through 900). The C.A.E.S. program is flexible and may be tailored to the needs of counselors working at all levels in education or non-education employment. However, the C.A.E.S. candidate must:

1. Complete at least one post-Master's level practicum
2. Demonstrate competency in statistics and measurement
3. Select at least 18 semester hours of counseling courses (exclusive of testing and assessment courses)
4. Select remaining coursework in a related area
5. Pass a comprehensive examination at the end of coursework

Note: This program does not prepare for certification as a school psychologist. Those interested in school psychology should consult that heading.

Certificate of Advanced Educational Specialization in School Psychology

Boston College offers a school psychology program leading to the M.Ed. and C.A.E.S. The program is designed to satisfy certification requirements for School Psychologists of the Massachusetts Department of Education and standards recommended by the National Association of School Psychologists. Upon successful completion of the first 36 hours of graduate credit the student may receive an M.Ed. degree. However, the M.Ed. does not satisfy State or University certification requirements for School Psychologists. The remaining 30 hours of specialized study and field work must be completed successfully before the C.A.E.S. in School Psychology will be awarded (a total of 66 graduate credit hours).

Four semesters of practicum are required for school psychology certification. Each semester of practicum must represent a minimum of 150 clock hours in placement (two full days per week). Two semesters must be in a K-12 school system, the remaining two may be in a school, clinic or hospital where children with learning or emotional problems between the ages of 3-21 are served.

During the first semester students should take:

- Ed 464 Individual Intelligence Testing
- Ed 540 Issues in School Psychology
- Ed 547 Practicum in Child Guidance Services
- Ed 579 Educational Assessment of Learning Problems

Students should work out the remainder of their 66 hour program with their advisor after classes begin. Sixty hours of their program must be in the following areas:

- | | |
|---|----------|
| I. Educational Foundations | 12 hours |
| II. Psychological Foundations | 12 hours |
| III. Assessment, Prescriptive and Intervention Strategies | 24 hours |
| IV. Supervised Field Experience | 12 hours |

It is recommended that the remaining six hours include Ed 440, Principles and Techniques of Counseling and Ed 448, Career Development and Placement, in order that students may also be certified as school counselors.

Doctoral Programs in Counseling Psychology

The doctoral programs (Ph.D. or D.Ed.) in counseling psychology are designed to qualify the candidate for full membership in the American Psychological Association and Division 17 (Counseling Psychology). Acceptance to these programs requires the equivalent of a Master's degree in counseling and two to three years of successful post-Master's degree professional experience in counseling. The deadline for complete applications for Fall admission in counseling is March 1 of that year.

The general requirements for the Ph.D. or D.Ed. are identical. However, the D.Ed. candidate may substitute three years of professional experience for the Ph.D. modern language requirement. Either degree requires the completion of a minimum of 54 semester hours of coursework distributed as follows:

1. Six semester hours of dissertation credit
2. Minimum 24 hours in counseling psychology including:

Ed 640 Seminar in Group Counseling and Group Therapy

Ed 841 Seminar in Evaluation and Research in Counseling

Ed 842 Seminar in Counseling Theory

Ed 843 Seminar in Career Development

or

Ed 741 Advanced Seminar in School Psychology

Ed 844 Seminar in Counseling Supervision

Minimum of six semester hours of practicum and internship:

Ed 746 Intermediate Counseling Practicum-Adolescents

Ed 846 Advanced Counseling Practicum-Adolescents

Ed 849 Supervised Field Work in Counseling Adolescents and Adults

3. Remaining coursework in foundations, minor and related areas. Successful completion of Ed 468, Introduction to Statistics and Ed 469, Intermediate Statistics or their equivalent are required to demonstrate competency in statistics.

A combined program in school psychology and counseling psychology may be worked out with an advisor within the above framework.

The doctoral programs provide the professional educational requirements for licensure as a counseling or school psychologist in Massachusetts. However, they do not include all of the 3200 clock hours (1600 post doctoral) of supervised experience required for licensure. Additionally, some of the required courses are open only to Boston College counseling psychology degree candidates to ensure the professional competency of those seeking licensure.

Curriculum and Instruction

Within this division there are five programs or areas of concentration: elementary education, secondary education, reading specialist, media specialist, and science education. Each offers one or more plans of study at the Master's level and also provides for planning programs on an individual basis at the C.A.E.S. and doctoral levels. The overall policy of the division is to afford each candidate as much freedom of choice as possible in structuring a major portion of his or her own program, including the opportunity to select courses from programs within the division, other divisions within the department, and from academic subject fields.

Requirements: All candidates for the Master's degree are required to complete three courses from divisions other than Curriculum and Instruction. Each program within the division has its own unique additional requirements.

Candidates for the C.A.E.S. are normally required to take the following:

Ed 362 Nonparametric Statistics

or

Ed 468 Introduction to Statistics

Ed 629 Controversies in Curriculum and Instruction

Ed 720 Curriculum Development for Better Schools

or

Ed 914 Seminar in Theories of Instruction

Ed 820 Projects in Curriculum and Instruction

The following courses are normally required of all students in the Ph.D. and D.Ed. programs:

Ed 362 Nonparametric Statistics

or

Ed 468 Introduction to Statistics

Ed 469 Intermediate Statistics

Ed 466 Curriculum Evaluation: Theory and Practice

Ed 629 Controversies in Curriculum and Instruction

Ed 720 Curriculum Development for Better Schools

Ed 820 Projects in Curriculum and Instruction

Ed 914 Seminar in Theories of Instruction

Ed 960 Analysis and Design of Education Research

Elementary Education

Co-ordinator: Dr. Lillian A. Buckley

The M.Ed. degree in elementary education may be attained in one of two ways, depending upon the academic background of the candidate.

Plan A: A minimum 36 hour program designed for those candidates who have degrees in the liberal arts or who otherwise have limited backgrounds in education.

Plan B: A minimum 30 hour program designed for candidates with an undergraduate degree in elementary education.

Requirements for candidates in both Plan A and Plan B:

Ed 402 Modern Educational Thought

or

Ed 403 Philosophy of Education

or

Ed 404 Evolution of Educational Doctrine

or

Ed 500 History of American Education

Ed 414 Modern Psychology and Education

Ed 460 Research Methods in Education

or

Ed 461 Pro-Seminar in Methods of Educational Research

Ed 392 Education and Psychology of Exceptional Children

or

Ed 579 Educational Assessment of Learning Problems

Plan A: In addition to the requirements listed above, the following are required:

Ed 321 Language and the Language Arts

Ed 376 Activities for Arithmetic Skill Development

or

Ed 377 Metric Skill: Games and Activities

Ed 416 Child Psychology

Ed 421 Introduction to Developmental Reading

Ed 420 Student Teaching (6 hours)

Two electives (suggested: Ed 325, 327, 373, 470, 570).

Plan B: In addition to the requirements listed above, eighteen hours may be selected as electives with prior consent of the program co-ordinator.

Suggested electives: Ed 321, 325, 373, 375, 376, 377, 378, 424, 470, 521, 568, 570, 624, 695, 720, 729.

Secondary Education

Coordinator: Raymond J. Martin

Three programs designed for prospective or experienced secondary school teachers lead to the Master of Arts in Teaching or Master of Science in Teaching degrees. Plans A and B are designed for liberal arts graduates who wish to enter teaching. Plan C is designed for experienced teachers and recent college graduates who have already prepared for teaching.

Plan A: This plan provides a program which combines graduate study with a year of internship teaching. An intern teacher teaches half-time in a secondary school, takes responsibility for half of the load usually assigned a full-time teacher, and receives half salary based on the Massachusetts schedule for beginning teachers. A candidate under this plan must begin graduate study with the summer pre-internship program. The graduate courses to comprise the remainder of the degree program are determined on an individual basis. A typical program would call for 21 graduate hours in Education and 15 graduate hours in an area of concentration. Plan A is normally completed in a year and two summers.

Plan B: This plan combines graduate study with a period of field work without pay. Candidates may begin in summer or in September or February on either a full or part-time basis. Graduate courses in the teaching field are determined on an individual basis. A typical program calls for 21 graduate hours in Education and 15 graduate hours in an area of concentration.

Plan C: This plan provides the experienced teacher or the graduate from a School of Education without teaching experience a program of graduate study both in education and the teaching field. It can lead to the completion of the requirements of the MAT or MST degree within a two-year period for the person who is concurrently teaching and within a calendar year for the full-time graduate student. Graduate courses to comprise the degree program are planned by the student and advisor on an individual basis. A degree program is composed of a minimum of 30 credit hours in courses taken in education and the teaching field, not necessarily equally from each. Approval of each student's program by the program coordinator is required. Application forms for all three plans should be directed to Office of Admissions, School of Education.

Reading Specialist

Coordinator: John F. Savage

The Reading Specialist Program is designed for special reading teachers and classroom teachers who want to increase their knowledge and competency in the area of reading instruction. The program conforms to recommendations of the International Reading Association Committee on Professional Standards. Teaching experience is required upon entrance into the program.

Along with Departmental requirements, students normally enroll in a planned sequence of courses and related experiences in Reading (development, diagnostic, remedial, secondary and clinical), Measurement, Learning Disabilities and elective areas appropriate to their professional goals and certification needs.

Both the M.Ed. and the C.A.E.S. are available in the Reading Specialist Program. Students' programs of studies are designed according to Department requirements and students' backgrounds and goals.

Media Specialist Program

Coordinator: Fred John Pula

The M.Ed. Degree for media specialists is a 36 semester hour program designed to equip individuals in business and industry, education, nursing, and allied health fields to work with television, projection and audio equipment and materials. The program allows flexibility for pursuing any one of the developing areas of specialization in educational media, such as: management of media centers, instructional development, design and production of media materials, communication theory and process, facilities design and utilization of materials.

Full-time students can complete the program in two summers and one academic year. If supervised student teaching is needed to fulfill state certification requirements, the program is extended by at least one additional semester.

Requirements: In addition to Division requirements, the following courses are specified:

- Ed 424 Introduction to Educational Media
- Ed 524 Selection, Evaluation and Utilization of Media Materials
- Ed 624 Media Materials: Design and Preparation
- Ed 625 Organization and Administration of the Media Center
- Ed 724 Media Specialist Practicum

Students may choose electives from any of the graduate courses being offered with the guidance and approval of the program co-ordinator.

Science Education

Coordinator: George T. Ladd

Plans A, B and C of the M.S.T. programs in Secondary Education provide for concentration in earth science, chemistry, biology and physics, general and environmental sciences. Doctoral programs with a concentration in science education for individuals wishing to pursue careers as classroom teachers, department heads, science specialists, program coordinators, or science curriculum developers will normally include selected courses in the sciences along with the following:

- Ed 325 Science in the Elementary School
- Ed 326 Science in the Secondary School
- Ed 725 Practicum in Science Education
- Ed 727 Seminar in Science Education (I and II)

Education of the Gifted

Coordinator: Katharine C. Cotter

Thirty credit programs leading to the M.Ed. are planned on an individual basis for elementary and secondary school teachers who have gifted children and youth in their classes or who are teaching in special programs for them. Programs are also designed for school administrators and others who have or anticipate responsible roles in program development and evaluation. A variety of appropriate field experiences, including student teaching, are provided according to individual needs and goals. The core courses treat giftedness in its broadened dimensions, which include the intellectually and academically gifted, the creative, leadership and ability in the visual and performing arts.

All candidates are required to take the following courses in the sequence given:

- Ed 320 Psychology and Education of Creative People
- Ed 327 Teaching the Gifted
- Ed 328 Psychology of the Gifted
- Ed 373 Humanistic Education
- Ed 522 Symposia on Giftedness

Five other courses may be selected with the consent of the Coordinator.

Educational Administration and Supervision

Boston College offers graduate programs and staff development training for the major administrative and supervisory positions in education. There are programs which lead to the Master's degree, the Certificate of Advanced Educational Specialization, the Doctor of Education and the Doctor of Philosophy degree. Student programs are individualized under the guidance of an advisor with special consid-

eration given to the certification requirements of the position for which the student is preparing.

Applicants for admission must meet the following specific requirements of the various degree programs in Educational Administration and Supervision as well as all requirements of the Graduate School of Arts and Sciences and the Department of Education:

For the Master of Education degree—

Be a certified or certifiable teacher with successful experience in education or in some closely related field.

Be recommended for a career in educational administration and supervision by a practicing school administrator.

For the Certificate of Advanced Educational Specialization—

Submit evidence of successful administrative and/or supervisory experience.

Submit a statement of future career goals.

Supply a third reference from a practicing school administrator.

for the Doctoral Degree—

Submit evidence of successful administrative and/or supervisory experience.

Submit a statement of future career goals.

Supply a third reference from a practicing school administrator.

Attend an interview session with members of the Educational Administration and Supervision faculty.

An individual student program leading to the Master of Education degree usually consists of seven courses in Educational Administration and Supervision and three electives. The seven courses are chosen with an advisor from the following:

Ed 450 Introduction to Educational Administration

Ed 451 Personnel Administration

Ed 452 Introduction to Educational Finance and School Business Management

Ed 453 The Elementary School Principalship

Ed 454 The Junior-High and Middle-School Development

Ed 455 The High School Principalship

Ed 456 Legal Aspects of Educational Administration I

Ed 457 Administration of Curriculum: Theory and Practice

Ed 458 Administration and the Political Process

Ed 459 Instructional Supervision and the Appraisal of Teaching

The three elective courses usually are chosen from departmental offerings in Psychology, Philosophy, and Research.

An individual student program leading to the Certificate of Advanced Educational Specialization usually consists of ten courses. The courses selected are those which the student and his or her advisor believe best fit the changing demands of the career in mind. In other words, there is great flexibility in planning individual programs of this type. Certificate programs are designed for currently practicing administrators and supervisors who already have a Master's degree and who do not plan to seek a Doctoral degree, but who see the value of an individually planned advanced graduate program.

An individual student program leading to a Doctoral degree consists of a minimum of fifty four (54) graduate credit hours beyond the Master's degree. Programs consist of a major area of specialization and a departmental core of research, statistics, and the foundations. A minor area may

be included, however this feature expands a program to a minimum of sixty (60) graduate credit hours beyond the Master's degree.

The required courses in the major area include the following:

Ed 755 Educational Leadership

Ed 852 Administrative Communication

Ed 853 Seminar in Finance and Business Management of Schools

Ed 952 Seminar in Problems of School Administration

Ed 953 Supervision II: Systems Management and Organizational Development

Ed 956 Legal Aspects of Educational Administration II

Ed 958 Internship in Educational Administration

Elective courses make up the remainder of a student's major area.

The Departmental Core for doctoral programs in educational administration and supervision consists of graduate courses which sample the areas of statistics, research and the foundations. Courses selected here are those not ordinarily found in the Master's degree core and represent a continuing higher level of study.

The Professional School Administrator Program: This is a specially designed three-year doctoral program which leads to the Doctor of Education Degree. Experienced school administrators selected for this program meet five half-days of the Pro-Seminar, and on the average of two full days per month during the fall and spring semesters plus five days during the two summers and spend additional time on campus for their research and individual conferences. The First Class entered the program in 1973. The Second Class entered the program in the Summer of 1976. The Third Class will enter the program during the summer of 1979. All of the requirements of the Graduate School of Arts and Sciences and the Department of Education apply to this program including the application procedures. In using the regular application form, write "Professional School Administrator Program" under area of concentration. A program brochure is available upon request at the Graduate Admissions Office, Department of Education, Campion Hall, Boston College, Chestnut Hill, Ma. 02167.

Educational Research, Measurement and Evaluation

The program in Educational Research, Measurement and Evaluation is designed to prepare researchers with specialized competence in the evaluation of educational programs and in basic quantitative research methodology for the social sciences and human services. Graduates of the program are qualified for academic positions in university departments of education and social sciences. They are also qualified for research positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

M.Ed. Program

A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree. There is no thesis requirement. The courses for the M.Ed. degree may ordinarily be completed in two semesters and a summer of full-time study.

Core requirements:

Ed 366 Introduction to Computer Programming

Ed 367 Computer Analysis of Research Data

Ed 460 Research Methods in Education

Ed 563 Statistical Inference I

Ed 564 Statistical Inference II

At least three of the following should be taken:

Ed 462 Construction of Achievement Tests

Ed 466 Models of Program and Curriculum Evaluation

Ed 467 Practical Aspects of Program and Curriculum Evaluation

Ed 561 Evaluation and Public Policy

Ed 565 Educational and Psychological Testing: Theory and Practice

The M.Ed. student will also generally take at least one course in Educational Psychology and one in Philosophy or History of Education.

M.Ed. Program in Computer Usage in Education

This program is designed to provide students with a sufficient background to seek positions which involve the usage of computers in a variety of educational settings. A minimum of 30 credit hours is required for the M.Ed. degree in Computer Usage in Education. There is no thesis requirement but students will be expected to produce some computer related product such as a major program, educational material taught with the assistance of a computer, an instructional management system, a simulation or computer managed educational game.

The following courses are the core requirements of the program and will normally be taken by all students enrolled in this program:

Ed 360 Introduction to Computers in Education

Ed 361 Computer Programming

Ed 362 Computer Assisted Instruction and Measurement

Ed 365 Higher Order Computer Languages for Educational Data Processing

Ed 366 Computer Usage in Simulations and Gaming

Other courses to complete the minimum of 30 credit hours will be selected with the approval of the Committee on Computer Usage in Education.

Ph.D. Program

This program prepares researchers with specialized competence in the evaluation of educational innovations and in basic quantitative social science research methodology. A minimum of 54 credits beyond the M.Ed. is required. Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of data collection and analysis of data. Training and experience is provided in the use of computers in statistical analysis and model development. Knowledge of a computer language is gained by all students.

Students are expected to develop a basic understanding of modern techniques of test construction and evaluation, design of experiments, univariate and multivariate statistical analysis of data, and the development of mathematical and computer simulation models of educational processes.

Care is taken to design programs of study and experience according to the individual student's needs, interests and goals.

Students may have a minor, or a joint program, in Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Requirements: In addition to the courses required for the

M.Ed. in Educational Research, Measurement and Evaluation, the following core courses will normally be included in each program:

Ed 664 Design of Experiments

Ed 666 Simulation Models in Behavioral Research

Ed 667 Introduction to Multivariate Statistical Analysis

Ed 668 Topics in Multivariate Statistical Analysis

Ed 669 Psychometric Theory

Ed 860 Survey Methods in Social and Educational Research

Ed 865 Planning and Conducting Educational Research

Ed 868 Construction of Attitude and Opinion Questionnaires

Ed 960 Seminar in Educational Research

An internship in Educational Research may be included in a student's program; this consists of a half-time assignment to a school system, social agency, or on-campus research or evaluation agency involved in curriculum experimentation, change, evaluation or social science research. Supervision of the internship is provided by professors in the Division of Educational Research.

Applicants are required to submit: (1) evidence of superior academic achievement as indicated by graduate and/or undergraduate transcripts; (2) two letters of recommendation; (3) scores on the aptitude tests of the Graduate Record Examination and the Miller Analogies Test; (4) a letter stating the applicant's reasons for desiring to pursue a Ph.D. degree in Educational Research, Measurement and Evaluation. Where possible, a personal interview with the Division of Educational Research faculty is preferable to the letter. In addition, applicants should possess a high level of interest in quantitative analysis and a strong desire for a professional career in educational research.

Religious Education

The Institute of Religious Education and Pastoral Ministry at Boston College is one of the largest graduate facilities in North America dedicated primarily to the academic and practical formation of religious educators and other forms of Ministerial Education. The Institute combines the resources of the Theology Department, the School of Education, School of Management and other resources of the university, and its own core Religious Education faculty, together with the opportunity for cross-registration in the Boston Theological Institute to serve religious educators and other ministers in the scholarly and practical development of theological and religious educational insights and skills. The Institute offers a Master of Education degree (M.Ed.) in Religious Education, the Certificate of Advanced Educational Specialization (C.A.E.S.), and the M.A. in Pastoral Ministry.

Students for the Master of Education degree in Religious Education pursue studies in Theology, Bible and Religious Education. The ordinary credit requirement for the Master of Religious Education is 36 credits (30 credits in the summer only tract).

Students with a Master's degree in Theology, or a related field, and at least three years of occupational experience may apply for the Certificate of Advanced Educational Specialization. Programs are designed with individualized attention to student's background and aspirations, with minimum stipulated course requirements in Theology, Bible and Religious Education. The ordinary credit requirement for Certificate students is 36 credits.

Students for the Masters and the Certificate may study during the academic year as well as during the summers.

Comprehensive examinations are required of all candidates in the M.Ed. and C.A.E.S. programs.

Interdisciplinary Doctoral Program

The Institute in cooperation with the university's Department of Theology and School of Education also offers an Interdisciplinary Doctoral degree (Ph.D.) in Religion and Education.

Higher Education

The purpose of the M.A. program is to provide a preparation in Higher Education for junior administrators to be employed in the office of president, academic dean, registrar, office of development, personnel officer, alumni and public relations. The curriculum is designed to give the student professional preparation for administrative positions in community colleges, senior colleges, technical institutes, and post secondary institutions. The objectives of the program are as follows:

1. To provide an understanding of the history and philosophy of institutions of higher learning;
2. To understand the organization, structure, and function of institutions of higher education;
3. To prepare students for a specific area in academic administration;
4. To provide practical experience in an institution of higher learning.

Required General Core:

Thirty hours in the following course work:

- Ed 770 History and Theory of American Higher Education
 - Ed 771 Organization and Administration of Higher Education
 - Ed 772 Student Personnel Programs in Higher Education
 - or
 - Ed 872 College Student Personnel Policies and Practices
 - Ed 776 The Future of Continuing Education
 - Ed 873 Seminar in Curriculum in Higher Education
- Four electives

Both the Ph.D. and the D.Ed. degrees are offered in Higher Education. The program is designed to prepare professional and research workers at the doctoral level in the areas of college and university administration, student personnel and community college.

Requirements: A core of at least 8 courses are selected from the following:

- Ed 770 History and Theory of American Higher Education
- Ed 771 Organization and Administration of Higher Education
- Ed 772 Student Personnel-Student Development Programs in Higher Education
- Ed 773 College Teaching
- Ed 774 Introduction to Community-Junior College
- Ed 776 The Future of Continuing Education
- Ed 777 Reaching Adults for Lifelong Learning
- Ed 778 Theories of Student Personnel and Student Development
- Ed 779 Higher Education in Other Nations
- Ed 872 College Student Personnel Policies and Practices
- Ed 873 Seminar on Curriculum in Higher Education

- Ed 874 Introduction to Community-Junior College II
- Ed 876 Financial Management in Higher Education I
- Ed 877 Financial Management in Higher Education II
- Ed 878 The College, Courts and the Law
- Ed 879 Seminar on Innovations in the Higher Education of Women
- Ed 971 Seminar in Administration of Higher Education
- Ed 972 Colloquium: Student and Campus Cultures
- Ed 974 Colloquium: Community-Junior College
- Ed 975 Internship in University Administration
- Ed 976 Internship in Student Personnel
- Ed 977 Internship in Community-Junior College
- Ed 978 Reading and Research in Higher Education

In consultation with a program advisor, students will select the remaining courses from other divisions or departments which fulfill their individual needs and interests. The instructional resources of the University provide an extensive range of advanced offerings from such areas as Counseling, Information Processing, Management, Public Administration, Psychology and Sociology. Prerequisite to entry into the higher education program is some experience in teaching or administration in higher education.

Special Education and Rehabilitation

This division offers graduate programs at the M.Ed., C.A.E.S., and doctoral levels. The Master's degree programs include the following:

1. Special Educator Program

Coordinator: Dr. Jean F. Mooney

The Special Educator is a two tract cross-categorical master program leading to university endorsement for interim approval as a generic consulting teacher or teacher of children with moderate special needs.

Generic-The Generic Consulting Teacher is trained to deal with educational problems across the broad range of mild to moderately handicapping conditions. Emphasis is placed on diagnostic-prescriptive teaching, curriculum adjustment and those interpersonal skills appropriate to the role of the consultant. Prerequisite to entry into this program are a basic teaching credential and a minimum of two years of teaching experience.

Moderate Special Needs-This tract prepares specialists who will provide direct services to children within resource rooms or substantially separate classes. Again, training is cross-categorical focused on educational need rather than category of handicapping condition. No previous teaching experience is required. Entry into the program may be at any one of three levels:

Level I-Students with no previous background in education select the sequence of courses leading to certification in Elementary Education (approximately 18 hours), prior to coursework at Level II.

Level II-Students already certified in Elementary or Secondary Education (36-39 hours).

- Ed 375 Remedial Language Instruction
- Ed 460 Research Methods
- Ed 485 Categorical and Cross-Categorical Approaches to Special Education
- Ed 495 Human Development and Handicapping Conditions
- Ed 579 Educational Assessment of Learning Problems
- Ed 587 Remedial Strategies

- Ed 589 Behavior Management Strategies
 Ed 593 Introduction to Speech and Language Disorders
 Ed 680 Evaluation and Guidance of Exceptional Children
 or
 Ed 695 Human Relations in Work with the Handicapped (for generic) Practicum

Level III—For students already certified in Elementary or Secondary and Special Education (33–36 hours).

Programs are individually planned according to student's past experiences and career goals.

Students have the option of "testing out" of courses which they have acquired through previous coursework and experience. Electives may be substituted for these courses. Six hours of appropriate graduate credit may be transferred. Students who wish to meet a categorical certification in another state may elect the more individualized program which may include selected courses in the program and coursework in either of the following areas:

Emotional Disturbance

- Ed 599 Teaching Emotionally Disturbed Children
 Ed 641 Behavior Disorders in Childhood and Adolescence
 Ed 684 Student Teaching

Mental Retardation

- Ed 591 Teaching Adolescent Mentally Retarded
 Ed 684 Student Teaching

2. Program for Educators of the Visually Handicapped

Coordinator: Mrs. Wilma Hull

This graduate level program leads to a Master's degree in Special Education. The objective is to prepare students for a variety of educational situations, including itinerant teacher/consultant, resource rooms, and schools or classes for the visually handicapped.

Through academic coursework and practica experiences, students are prepared to work with totally blind or low vision children. Consideration is also given to the visually impaired child who is multihandicapped. Student teaching is offered in both mainstreamed and substantially separate settings.

The length of the program varies with the background and level of entry of the student. A Bachelor's degree from an accredited college or university is required. Applicants lacking teaching credentials may incorporate the necessary coursework for certification into their program of studies. Students with elementary or secondary certification pursue a 45 credit hour (approximately) course of study covering two summers and one academic year. For students who have an undergraduate degree in education of the visually handicapped, an individually designed program may be planned to broaden and improve proficiencies in working with exceptional children. Acceptance into the program may be on a full-time or part-time basis.

For the student who wishes certification as both teacher of the visually handicapped and as an orientation and mobility specialist, an extension of the program (by approximately 14 semester hours) may be planned to provide this dual certification.

There is a continuing national demand for educators of the visually handicapped. A limited number of federal scholarships at Level II, are available to qualified applicants. Previous academic record, GRE scores, letter of recommendation, and demonstrated interest in special

education are contributing factors to program acceptance. A personal interview is requested whenever possible.

Application forms for federal scholarships are available from the Division of Special Education & Rehabilitation, McGuinn Hall, Room B-14, Boston College.

A description of the three entry levels, and an outline of coursework follows. For additional information, please contact the Coordinator: Visually Handicapped Program.

Entry Levels

Level I—Students lacking teaching credentials will take the following sequence of courses leading to certification in elementary education:

- Ed 311 Educational Psychology
 Ed 321 Language and the Language Arts
 Ed 416 Child Psychology
 Ed 460 Research Methods in Education
 Ed 521 Introduction to Developmental Reading
 Ed 528 Elementary Teaching in the 70's
 Modern Math in the Elementary School
 Ed 420 Student Teaching

Level II—Students certified in elementary or secondary education. These students will take the sequence of coursework designed for Educators of the Visually Handicapped. (NB: If methods courses in both the teaching of reading and mathematics at the elementary level do not appear on the student's transcript, they shall be taken prior to or concurrent with the visually handicapped course sequence).

Level III—Students with preparation in education of the visually handicapped at the undergraduate level. Programs are individually planned according to the student's past experiences and future career goals.

Course sequence for the Educators of the Visually Handicapped:

- Ed 380 Visual Handicaps and Education
 Ed 384 Multihandicapped Education Seminar
 Ed 460 Research Methods
 Ed 487 Education of Visually Handicapped Children and Youth
 Ed 489 Orientation and Mobility for Teachers
 Ed 497 Home and Personal Management
 Ed 579 Educational Assessment of Children with Learning Problems
 Ed 587 Remedial Strategies
 Ed 588 Strategies for Visually Handicapped
 Ed 589 Behavior Management Strategies
 Ed 387 Infant and Pre-School Exceptional Child
 Ed 486 Communication Skills for the Visually Handicapped
 Ed 689 Assessment of Visually Handicapped
 Ed 698 Teaching Reading with the Optacon (optional)
 Ed 311 Educational Psychology or elective outside of Special Education
 Ed 684 Student Teaching: full-time
 Ed 393 Student Teaching: part-time

3. Multihandicapped/Deaf-Blind Program

Coordinator: Dr. Sherrill Butterfield

The Multihandicapped/Deaf-Blind Program is generally a two year, including summers, graduate level program, leading to an M.Ed. in education. Students finishing their junior year at Boston College may apply to enter the program in their senior year and complete a five year M.Ed. All students entering the program must possess a teaching certificate.

The primary objective of this program is to prepare

specialists to work with multihandicapped children in a variety of roles. The emphasis in this program is children who are severely handicapped and functioning on a preacademic level. In order to meet a national need, there is also an emphasis on the deaf-blind, multihandicapped child.

Students enter this program at any one of three levels:

Level I—students in their senior year at Boston College. The regular two year sequence of coursework is followed. (66 hrs.)

Level II—students with a B.S. in education and very limited or no experience with multihandicapped children. The regular two year sequence of coursework is followed. (66 hrs.)

Level III—students with a B.S. in education and experience in the field of multihandicaps. The student's program is individually designed and leads to an M.Ed. in education.

An integral part of the program are the practica. All students (Level I, II, and III) are required to complete one practicum with deaf-blind children. One practicum is designed to have the student work with the administrative aspects of multihandicapped education and the other two practica are designed to meet the career goals of the individual students. Practica placements are located throughout the Eastern half of the United States and the students are free to choose their placements.

The completion of this program enables the student to receive certification in Massachusetts in Severe Special Needs and Visually Handicapped.

Some financial assistance is available to qualified applicants through federal funding. The amount of this funding is variable from year to year.

Admittance to the MH/DB Program is contingent upon past academic performance, GRE scores, and personal interview by the coordinator of the program. Application forms may be requested from the Division of Special Education and Rehabilitation, McGuinn Hall, B-14, Boston College, Chestnut Hill, MA 02167 or calling (617) 969-0100, Ext. 4180.

4. Peripatology Program

Coordinator: Mr. Hugo R. Vigoroso

The Peripatology Program prepares personnel to become members of rehabilitation teams and to teach orientation and mobility to youth and adults who are blind or visually handicapped. Orientation and mobility teaching encompasses the art and science of assisting blind or visually handicapped individuals to learn those skills and methods which would enable them to move from one place to another with safety, purpose and confidence. This implies the teacher competencies of attending to a total human being and assisting in the process of developing perceptual-motor/cognitive abilities appropriate to said movement.

The program of studies leading to an M.Ed. degree consists of academic, field and clinical experiences over a twelve (12) month period. Students may enter the program in June or September. The program consists of 30-36 hours of credit. The required coursework is offered by regular faculty members of the Graduate School and special faculty members drawn from the medical centers and agencies for the blind in the greater Boston area. Clinical phases are conducted in cooperation with agencies and schools serving blind youths and adults.

Practicum experiences are provided throughout the program. This segment of the program encompasses three phases: pre-clinical experiences which include simulated teaching and travel without the use of vision and with the

use of partial vision; supervised teaching which is on a part-time basis, includes observation of teaching and, beginning teaching experiences; and internship during which time students teach on a full-time basis at a school or agency.

Course listings and other materials are available from the Division of Special Education and Rehabilitation.

5. Dual Program for Educators of the Visually Handicapped (or Multihandicapped) and Peripatology

Coordinator: Mrs. Billie Louise Bentzen

This is an individually planned program of approximately 12 credit hours which permits persons certified or certifiable as teachers of the visually handicapped (or multihandicapped) to be certifiable in peripatology, and which permits peripatologists to be certifiable as teachers of the visually handicapped. The program includes coursework and practicum for the area in which the student seeks additional qualifications. Persons completing a dual program will be qualified for positions requiring specialized training in teaching the visually handicapped and peripatology, or for positions requiring specialized training in teaching the multihandicapped and peripatology.

6. Severe Special Need Program

Coordinator: Dr. Alec F. Peck

The Severe Special Needs (SSN) Program at Boston College is a two track graduate level program which leads to a Master's degree, and prepares the student for work with severely emotionally disturbed or severely mentally retarded citizens. Both formal coursework and multiple field experiences are included in the program, and students may participate on a full or part-time basis.

Core Coursework:

All students in the program take a series of courses which are built around competency requirements for the Massachusetts teaching credential "Teacher of Children with Severe Special Needs." The following courses would normally be included in a student's core:

Ed 580 Occupational Preparation for Severe
Special Needs Students
Behavior Management of Severe Special
Needs Children
Educational Assessment of Children
With Severe Special Needs
Human Development and Handicapping
Conditions
Language Acquisition
Language Disorders
Seminar in Special Education/SSN Sect.
Work With Parents of Severe Special
Needs Children

Specialization:

While the "Severe Special Needs" teaching credential officially permits one to teach any child in Massachusetts with severe special needs, most students desire concentrated coursework and field experience in an area of particular interest and/or usefulness to them. For this reason, and so that prospective employers can see clearly that concentrated work has been done in an area of specialty, students in the SSN program may specialize in either of the areas listed.

Emotional Disturbance

In consultation with his/her advisor, the student selects at least three elective courses and an appropriate practicum

70 / Graduate Education

ARTS AND SCIENCES

setting. Among the commonly recommended courses are the following:

- Ed 412 Abnormal Psychology
- Ed 413 Early Childhood Curriculum
- Ed 483 Principles of Rehabilitation and Habilitation
- Ed 567 Assessment of Pre-School Children
- Ps 601 Behavior Modification I
- Ps 602 Behavior Modification II
- Ed 544 Case Studies-Diagnosis: Adolescence
- Ed 641 Behavior Disorders in Childhood and Adolescence

Mental Retardation

In consultation with his/her advisor, the student selects at least three elective courses and an appropriate practicum setting. Among the commonly recommended courses are the following:

- Ed 413 Early Childhood Curriculum
- Ed 498 Psychology of Mental Retardation
- Ed 591 Teaching the Mentally Retarded Adolescent
- Ps 601 Behavior Modification I
- Ps 602 Behavior Modification II
- Ed 685 Multidiscipline Approach to Mental Retardation
- Ed 690 Seminar in Multidisciplinary Management Strategies

Other Program Requirements

During the final term of study, students are required to take a comprehensive examination covering all pertinent areas of the SSN Program. The examination is a four hour written exam, and must be passed in order for the Graduate School of Arts and Science to award a master's degree.

No residency requirements exist for students pursuing the master's degree, but students taking the SSN sequence as part of another degree program (e.g. Ph.D.) are responsible for the residency requirements of that program.

C.A.E.S. Program

Boston College, through the Division of Special Education and Rehabilitation, offers graduate programs and professional development training for the major direct service, administrative and supervisory positions in special education and related special service areas.

The Certificate of Advanced Educational Specialization (C.A.E.S.) is one program whereby individuals can further enhance and develop their particular interest and professional concern in diverse areas of Special Education. Applicants for admission to the C.A.E.S. program must meet all of the specific requirements of the Graduate School of Arts and Sciences and the Department of Education. In addition, the following requirements of the division must be met:

- a) be a certified or certifiable special educator with successful experience in education or in some closely related area,
- b) submit a statement of career goals

The statement of career goals should include the kinds of experiences the applicant feels Boston College can provide to help attain career goals. It serves as a basis for program planning. The student, along with a faculty advisor, form a partnership team responsible for the stated goals. The program seeks those qualified and interested applicants who can assume responsibility of their own continued profes-

sional development. An individual student program leading to the C.A.E.S. usually consists of a minimum of thirty credits or approximately ten courses. The courses and experiences selected are those which the student and his/her advisor believe best fit developmental needs.

Those interested in pursuing the Special Education Administrator emphasis will complete eighteen hours in Special Education and twelve hours in regular administration. Competency areas required for all Special Education Administrator emphases include:

Special Education Services, Program Planning, Budget and Management, Staff Development and Training, Evaluation, Administrative Behavior, Laws and Regulations, Supervision and Curriculum Development.

For further information, write to:

Dr. Philip DiMattia
Boston College
Division of Special Education
and Rehabilitation
Chestnut Hill, MA 02167
or call (617) 969-0100, Ext. 4180

Department of English

Master of Arts Program

Students seeking the degree of Master of Arts in English have a choice of fulfilling the University's standard 30-hour requirement under either Plan A or Plan B. The choice of Plan A or Plan B depends upon the student's prior studies, future plans, and consultation with the Program Director.

Plan A: Students electing this Plan will be expected to fulfill the requirements in the following ways: (1) to complete satisfactorily the requirements in courses granting at least 18 semester hours of graduate credit; (2) to register for up to 12 semester hours of guided study in criticism and literary history (En 691 Guided Study: Criticism; En 692 Guided Study: Criticism; En 693 Guided Study: Literary History; En 694 Guided Study: Literary History); (3) to pass three examinations in the following order: a written examination to demonstrate their ability to read a foreign language, a written examination in criticism, and an oral examination on the continuity of English and American Literature. Scheduled graduate courses may be substituted for all or part of the 12 hours of guided study at the discretion of the student and the Program Director.

Details of these examinations and conditions applying to Plan A are supplied in paragraphs below.

Plan B: Students electing this Plan will be expected to complete satisfactorily the requirements in courses granting at least 30 hours of graduate credit, three of which must be in a course on Bibliography and Methodology, and to pass two examinations in the following order: a written examination to demonstrate their ability to read a foreign language, and an oral examination on the continuity of English and American Literature.

Details of these examinations and conditions applying to Plan B are supplied in paragraphs below.

The examination in foreign languages which is identical for students electing either Plan A or Plan B, will be offered each semester and the candidate may elect to take it in a wide range of languages related to an area of special interest. The written examination may be waived if the candidate can supply proof of proficiency in a language other than English in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or better; or

College Entrance Examination Board scores indicating upper-percentile achievement.

The oral examination is offered each semester and may be taken only after the candidate has passed the written examination in criticism, if pursuing qualification under Plan A, or all course requirements if seeking qualification under Plan B, and the foreign language examination, whether pursuing qualification under Plan A or Plan B. The examination, based upon a list of books intended to be representative of the historical scope of English and American Literature, is identical for candidates pursuing either Plan A or Plan B.

Copies of the list of titles upon which the candidate will be expected to stand examination are available upon registration from the Department. Students are advised to make use of the Departmental counseling services, which are regularly available to them, in order to help them prepare for this examination by making an informed choice of the courses regularly available to them.

There is no thesis requirement of students pursuing either Plan A or Plan B.

Plan A: The written examination which students expecting to qualify under Plan A must take is based on four texts which are published at the beginning of each semester. The candidate is expected to write essays on three of the texts, for two hours on one, and for one hour on each of the other two. The questions in this examination are designed to provide the student with an opportunity to demonstrate detailed familiarity with the texts chosen, and also with the relevant critical and scholarly interpretations of the text as the candidate has been able to develop them through his or her own research.

Admission to all Master's programs in English presupposes prior submission of all previous undergraduate transcripts, as well as transcripts of all previous graduate work, letters of recommendation, and Graduate Record Examination (GRE) scores, including both the Aptitude Scores and the Achievement Scores in English.

Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic experience of American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which are learned from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program at present are the Departments of History, English, Political Science, Sociology, and Economics. The program is administered by a committee composed of representatives from each of the cooperating departments. A two semester core course required of all the American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinary would investigate themes, problems, and issues in a chosen field.

Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for a research paper for a total of 30 credit hours. The required research paper should demonstrate the student's ability to view some aspect of American culture holistically. The topics will be approved in consultation with the stu-

dent's advisor and the American Studies committee. (Since students in American Studies whose field of major concentration is History must take a research seminar, the research paper requirement may be met within the confines of the seminar requirement.)

The candidate will take an oral comprehensive examination which will reflect a capacity to synthesize diverse areas of knowledge and will focus on the candidate's major interest. The examining board should consist of at least one member of the American Studies committee.

An applicant for admission to the American Studies program should submit an application to the department of the desired major concentration. Admission of any applicant will be determined both by the major department and the American Studies committee. Admission to all Master's Programs in English presupposes prior submission of all previous undergraduate transcripts, as well as transcripts of all previous graduate work, letters of recommendation, and Graduate Record Examination (GRE) scores, including both the Aptitude Scores and the Achievement Scores in English.

Master of Arts in Medieval Studies

Parallel to the Degree of Master of Arts, but different from it in significant ways, the Master of Arts in Medieval Studies is awarded to students who have satisfactorily completed courses granting at least 30 semester hours of graduate credit, and have passed three examinations: a written examination in criticism, an examination in a foreign language, and an oral examination based on a list of 20 literary works.

Among the 30 credits which must be obtained through course work, 3 semester-hours of credit must be in Old English and 3 in Middle English; a minimum of 6, and a maximum of 12, credits in courses other than those offered by the Department of English which are relevant to a degree in Medieval Studies—such as history, philosophy, theology, Germanic studies, and Romance languages—is also necessary. The candidate may, with the permission of the director of the M.A. in Medieval Studies Program, substitute 3 semester-hours of credit in graduate courses, offered by the English Department and by other departments, that are not in the medieval period but can be shown to be relevant to the Medieval Studies Program.

The written examination in criticism is based on five texts announced at the beginning of each semester, two of which will be Old English works, the other three being Middle English. The student is to write for two hours on one of the texts, and for one hour each on two others, choosing one Old English and two Middle English texts, a total of four hours in all. As with the regular M.A. in English, "the candidate is expected not only to be thoroughly familiar with the texts themselves, but also to gain a thorough working knowledge of the critical and scholarly literature relevant to the three works chosen." (See above, under "Master of Arts Program," for a complete description of the expectations for this examination.)

The successful passing of an examination in Latin, French, German or Italian will fulfill the foreign language requirement for the M.A. in Medieval Studies. It will be given each semester. A reading knowledge is expected.

The oral examination, an hour in length, may be taken only after the candidate has passed the written examination in criticism and the foreign language examination. It will test the candidate's knowledge of Old and Middle English language and literature both broadly and narrowly: the relationships between texts as well as detailed knowledge of individual texts. Early in the semester in which he or she wishes to take this examination, the candidate will submit a

list of 20 titles of literary works he or she wishes to be examined on, including 3 relevant non-English medieval works and 3 relevant classical works, to the Director of the M.A. in Medieval Studies Program, who will submit the list to the M.A. in Medieval Studies Committee for approval. No explanatory essay is necessary, but some coherence and balance in the titles is expected. The examination will be given by a committee appointed by the English Department. By petition, one member of the examining committee may come from one of the other departments in which the candidate has taken courses.

There is no thesis requirement for the program.

Master of Arts in Teaching

The Department, in cooperation with the School of Education, offers a program leading to the degree of Master of Arts in Teaching. In addition to the usual 15 graduate hours in English, students in this program must pass the Department's written examination to demonstrate their ability to read a foreign language and an oral examination on the continuity of English and American literature.

Graduate Assistantships and Teaching Fellowships

A number of assistantships and fellowships, with stipends up to \$3100 plus remission of tuition, are available for M.A. candidates.

Doctor of Philosophy Program

No more than five students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, in which the forms of requirements and examinations are suited to the interests and needs of each student.

All students accepted into the program receive fellowships ranging from \$2000 to \$3000 plus tuition remission to facilitate full-time work so that all requirements are completed within four years. Fellowships are normally renewed for the four years as long as satisfactory progress is being made towards the degree.

Course Requirements

Students are required to take four doctoral seminars in their first six semesters. Another graduate course may be substituted for one of the seminars after consultation with the instructor and approval of the Director under ordinary circumstances at the beginning of the course. All other course work is elective.

Independent Study: Readings and Research

Either individually or in small groups, students may arrange with members of the faculty to take a course of readings and research in a subject not covered in standard course offerings.

Examinations

Students are required to pass a major field examination and three minor field examinations. Students planning to take an examination should so inform the Department Chairperson at least two months beforehand, at which time the Chairperson will name the board and set the time and place for both the examination and a preliminary meeting between the student and the board. At or before the preliminary meeting the student will submit to each board member a tentative list of titles to be examined on and in the case of a minor examination a definition of the specific

topic, scope, and format of the proposed examination. These matters will be discussed, modified if necessary, and approved at the preliminary meeting.

A major examination consists of a two-hour oral examination covering a substantial field of English or American literature.

A minor examination is narrower in scope and normally runs one and one-half hours. It may resemble the major examination in consisting of a direct oral examination on a specified reading list, but students are encouraged rather to choose formats for minor examinations that approach the material with a particular pedagogical or scholarly end in view, for example, defending the outline of a viable course in the field, defending a planned anthology, giving a lecture, or writing an essay on a significant topic in the field.

A student wishing to withdraw from a scheduled examination must give two weeks notice to the Department Chairperson.

All examinations are graded according to the standard graduate school grading scale: Pass with Highest Distinction, Pass with Distinction, Pass, Fail. The chairperson of the examining board is responsible for submitting to the Department Chairperson as soon as practicable the grade for the examination along with a written evaluation of the student's performance. Other members of the board may also submit individual reports for the student's Department file.

Teaching

The teaching of two three-credit undergraduate courses with the guidance of an advisor is part of the doctoral requirement. This is normally done in the third year. The teaching may take one of three forms, or a combination of two of them:

- a. Teaching in a staff course where one works closely with one or more faculty and other doctoral students in developing teaching strategies.
- b. Teaching English elective courses of the student's own design with the advice of a faculty member selected by the student.
- c. Teaching in the Core Program, i.e., Freshman English, again with an advisor of the student's choosing.

After consulting with the prospective advisor and the Program Director, the student should inform the Department Chairperson of his or her proposed courses by December 15 of the previous academic year.

Writing Workshop

In their first four semesters students devote four hours a week to tutorial work with the Writing Workshop, an English remedial program. As an alternative, students may have the opportunity to devote equivalent time to research assistance to senior faculty, depending on staffing requirements for the Workshop and availability of research assignments.

Language Requirement

The Ph.D. language requirement may be fulfilled in two ways:

- a. Passing the Departmental reading examination in two languages.
- b. Demonstrating a fuller knowledge of a single language by passing a reading examination and writing a scholarly paper on a literary topic involving problems of language or style. With the approval of the English Department examiner in a given language, the paper may be one written for an advanced language course.

The Dissertation

Students may fulfill the dissertation requirement by writing an original book or monograph length study of an appropriate subject or by writing a substantial publishable article. The student should first consult with the faculty member he or she wishes to direct the dissertation and obtain approval of the topic. Then the student should inform the Department Chairperson, who will name second and third readers in consultation with the dissertation director. Working arrangements among student, Director, and readers necessarily vary from one dissertation to another, but it is the responsibility of the Director to see that at least one of the other readers is involved as early as is feasible.

The students are responsible for acquainting themselves with all University requirements, fees, and deadlines pertinent to thesis submission and graduation. Information on these matters can be obtained from the Department Secretary, the Program director, or the University Registrar's office. The dissertation director is also responsible for being aware of all pertinent deadlines and University thesis requirements.

The Ph.D. Colloquium

A student committee organizes and schedules monthly Ph.D. Colloquiums, at which faculty members, outside guests, or senior doctoral students lead discussions of literary topics. First and second year students are expected to attend, and all doctoral students and faculty are invited.

Pacing One's Program

The program is designed to be completed in four years while retaining maximum flexibility within that span. Therefore adequate planning and pacing of one's own program is of crucial importance. In consultation with the Program Director, students should project a timetable for themselves before the end of their first year, observing the following guidelines: Counting each required seminar, each field examination, and each semester of teaching as one unit, students should

- complete 2 to 3 units by the beginning of the second year;

- complete 5 to 7 units by the beginning of the third year;

- complete 10 units by the beginning of the fourth year.

(Note that this calculation does not include language examinations.) It is expected that students will be in a position to embark fulltime on their dissertations at the beginning of or very early in their fourth year, but they are urged also to settle on a topic, consult with a thesis director, and do preliminary work before the end of their third year, even if an examination remains to be passed.

Department of Geology and Geophysics

Master of Science Program

Application

Applicants to the Master of Science degree program generally fall into one of the following categories: 1) students well-prepared in geology or geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; 2) students well-prepared in mathematics or one or more of the natural sciences other than geology or geophysics and

who wish to use the M.S. degree program to transfer into the earth sciences.

Applicants should submit, in addition to the normal application forms, transcripts, and letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), their graduate study interests and current post-degree plans. The Verbal, Quantitative, and Advanced test scores of the Graduate Record Exam (appropriate to the undergraduate major) are required.

Requirements

No single curriculum is prescribed beyond the Department's undergraduate or equivalent requirements for a major; instead course and research programs are developed by the student and an advisory committee that are consistent with the student's background and professional objectives.

Students entering without broadly based backgrounds in either geology or geophysics generally require more time to complete the program. A minimum of 36 course credits are required; of these, up to six (6) credits may be in undergraduate level (0-299) geology and geophysics courses; up to six (6) credits are allowed for the required M.S. Thesis; and up to twelve (12) credits may be obtained by cross-registration in the Department of Geology at Boston University through a co-operative program. All students are required to maintain a B average in all departmental courses and those undergraduate courses (0-299) in the other sciences and mathematics.

A comprehensive oral examination is given each student near the end of the program.

Assistantships

Teaching assistantships are available to M.S. candidates with awards including stipends and tuition remission up to \$4,300. Research assistantships are also available. Some awards are given, on a competitive basis, to help defray the thesis research expenses.

Master of Science in Teaching Program

Application

The Department of Geology and Geophysics offers a program leading to the Master of Science in Teaching degree in co-operation with the Department of Education. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills and consists of three plans. Plan A and B are commonly for those candidates without prior teaching experience; a 36 credit minimum M.S.T. degree program in which at least 5 courses are in the earth sciences, 5 courses in education and 6 credits are for supervised internship teaching. Plan C is for experienced teachers and is a 30 credit minimum M.S.T. degree program (since the internship is not necessary) of which at least 5 courses are in the earth sciences. The application procedures for the M.S.T. degree programs are the same as for the M.S. degree program. The application may be submitted either to the Department of Education or the Department of Geology and Geophysics. However, prospective students must be accepted by both the Department of Education and the Department of Geology and Geophysics.

Requirements

The 5 required courses in the earth sciences must be chosen from among the following: 2 courses from Physical Geology or Historical Geology or Field Geology, and 1 course from

each of the following groups: A) Mineralogy, Regional Stratigraphy, or Paleontology, B) Meteorology, Oceanography, or Astronomy, C) Introduction to Petrology and Petrography, Structural Geology, Marine Geology, Plate Tectonics/Global Geology, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Geology and Geophysics Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts; one part is oral in the Earth Sciences, the other part is given by the Department of Education.

Assistantships

Teaching Assistantships are available to full-time M.S.T. candidates with awards, including stipends and tuition remission, up to \$4,300. M.S.T. candidates in Plan A may be eligible for teaching internships in a local school system: these carry a stipend of up to \$3,750 and earn six (6) credits in student teaching.

Boston University Cooperative Program

The Department operates a cooperative program with the Department of Geology at nearby Boston University. This program permits degree candidates at Boston College to pursue courses which are unavailable at Boston College, but available at Boston University. A list of these courses is available in the Departmental office.

Department of History

The M.A. and Ph.D. degrees are offered with concentrations in Medieval History, Early Modern European History, Modern European History, Russian and East European History, and American History. The department offers supplementary work in Latin American History, Asian History, Middle Eastern History and Ancient History.

Programs have been established in American Studies, in Russian and East European Studies, and in Medieval Studies for those who wish to gain a more comprehensive understanding of the literature, culture, economics, politics, and social institutions of these areas.

The department stresses analysis, interpretation, and evaluation of historical subjects, as well as research which prepares the graduate student for service as a teacher-scholar. Achievement of these goals is arrived at through a program of lecture courses, colloquia, and seminars. Admission to the graduate program is selective, classes are small, and the ratio between students and professor is ideal for graduate training.

Requirements: The M.A. degree requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

The Master of Arts in History

This program offers an M.A. with or without a thesis. Able students, particularly those whose ultimate objective is the Ph.D. degree, are encouraged to write a thesis. The thesis counts as six credits toward the M.A. requirements. Interested students must petition the Graduate Committee of the department for admission to the M.A. program with the

thesis. Once permission has been granted, formal work on the thesis begins only after the comprehensive examinations are passed.

All candidates for the M.A. in history are encouraged to pursue an individual course of study. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special field of concentration. Considering these criteria, students must select and complete 18 hours in a major field and 12 hours in a minor field. Available as major or minor fields are American History; Ancient History; Medieval History, Early Modern European History, Modern European History, Middle Eastern History, (encompassing English, Irish, Continental Europe, East European History and Russian History.) An interdisciplinary M.A. in Slavic Studies is administered by the Department of Slavic and Eastern Language.

The minor fields available are Latin American History, African History, Middle Eastern, Ancient and Asian History. Any student whose prior academic preparation is sufficiently developed in some respect as to warrant that an exception be made to the above requirements may, with the consent of their advisor, request the Graduate Committee of the department for permission to substitute a different proportion or variety of courses and fields than those normally required. The opportunity for study in a major or minor field is open to the extent that the department offers sufficient course work in the student's area of interest.

The possibility of study in departments outside of History exists, and with the permission of the Graduate Committee of the department a candidate whose advisor so recommends, may earn as many as six credits in Classics, Economics, English, Political Science, Sociology or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the major field.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major field. They must also write a substantial paper in a graduate course in their minor field. Furthermore, they must pass a foreign language reading examination, either in French, German, or Russian. Another foreign language, when it is directly relevant to the research of the student, may be substituted with permission of the Graduate Committee of the department.

The Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic confrontation with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which he or she learns from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program are the Departments of History, English, Sociology, Economics and Political Science. The program is administered by a committee composed of representatives from each of the cooperating departments. A two-semester core course required of all the American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would attack themes, problems, and issues, in a chosen field.

Requirements: Candidates for the M.A. in American

Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for a research paper for a total of 30 credit hours. The required research paper should demonstrate the student's ability to view some aspect of American culture holistically. The topics will be approved in consultation with the student's advisor and the American Studies committee. (Since students in American Studies whose field of major concentration is History must take a research seminar, the research paper requirement may be met within the confines of the seminar requirement.)

The candidates will take an oral comprehensive examination which will be tailored to reflect his or her capacity to synthesize diverse areas of knowledge and will focus on the major interest. The examining board should consist of at least one member of the American Studies committee.

Admission to American Studies

An applicant for admission to the American Studies program should submit an application to the department of his or her desired major concentration. Admission of any applicant will be determined both by the major department and the American Studies committee.

Medieval Studies

The Department of History offers opportunity in Medieval Studies for students planning to pursue advanced studies in the medieval field at Boston College or at other institutions. Students interested in this course of study will be expected to take at least nine hours in Medieval History and at least six hours of graduate study in one of the related areas. The attention of History majors is directed at courses in medieval subjects offered by other departments. If the student is doing a thesis it will be written under the direction of a member of the History Department, and will be read by a member of the department in the related field of study. In addition to the language requirements of the department, the candidate will be expected to know Latin. All other requirements for the M.A. degree will remain in effect.

The Doctor of Philosophy in History

Admission into the Ph.D. program in History is attained only after completion of the M.A. degree, and through formal acceptance by the Graduate Committee of the History Department. Acceptance into the program is based upon the Committee's judgment of the student's capacity to deal with substantive areas of historical knowledge, as well as the ability to write an original and scholarly dissertation on a significant subject.

While the basic requirements for the Ph.D. degree may be defined, this degree is not granted for routine fulfillment of certain regulations, nor for the successful completion of a specified number of courses. The department is essentially concerned with a student's broad preparation as a historian. Therefore, the subsequent requirements are to be considered minimal, and may be modified by the advisory board as individual circumstances warrant.

1. **Residency Requirement:** The student must pursue two semesters of full-time study during the first year of the doctoral program. Summer work will not fulfill the residency requirement.
2. **Advisory Board:** During the first semester of residency, the doctoral student shall propose to the Graduate Committee an advisory board of three faculty members, which will assist the student in developing a program of

study based upon the general principles and requirements of the department. This board will help the student prepare for the oral comprehensive examination and will serve as part of the student's oral examining board.

3. **Plan of Study:** By the conclusion of the first semester, and after full consultation with the advisory board, the student shall file with the Graduate Committee a plan of study leading to the comprehensive examination. This plan of study will consist of three areas of concentration. One of these areas will be designated as the major area. From within this major area, the student shall choose two fields of study. Because the student will be expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. The student shall then select one field of study from each of two additional areas of concentration. With the approval of the advisory board, the student may substitute a discipline related to history as one of the two minor areas. This plan of study may be reviewed, evaluated, and revised by the student and the advisory board whenever necessary. Any change, however, must be filed with the Graduate Committee.

To assure broad preparation as a historian, the student must complete at least one seminar in the major area, and one additional colloquium or seminar in the minor field before taking the comprehensive examination. In addition, some advanced-level work is required in three areas—American History, Modern European History (post-1789), and Pre-Modern European History (Early Modern or Medieval). This is not meant to imply that the student must offer all of these areas on the comprehensive examination, but is rather meant to guarantee a minimum exposure to the wide range of history. The student's advisory board may consider undergraduate major work or M.A. level work as complete or partial fulfillment of this requirement.

4. **Areas and Fields:** Among the areas and fields a student may choose to study are the following:

Area	Fields
American History	American History to 1789
	American History, 1789-1877
Modern European History	American History, 1865 to present
	American Intellectual History
	American Social History
	American Urban History
	American Racial and Ethnic History
	American Diplomatic History
	Modern Europe, 1789-1914
	Modern Europe, 1870-1945
	Contemporary Europe
	Modern European Intellectual History
	Modern European Social and Economic History
	Modern European Diplomatic History
	German History since 1789
	French History since 1789
	Irish History since 1789

	Italian History since 1789 Eastern Europe since 1789 Russian History
Early Modern European History	Renaissance and Reformation Counter-Reformation Europe Europe in the 17th and 18th Centuries England in the 18th Century Early Modern French History Early European Social and Economic History
Medieval History	Medieval England to 1485 Medieval France Medieval Intellectual History Byzantine History
Other Areas (Minor only)	History of China Latin American History African History Middle Eastern History Ancient History
Related Discipline	Selection made in consultation with the student's advisory board.

5. *Related Disciplines:* Before taking the comprehensive examination, the student is expected to gain some understanding of a discipline related to history. Therefore, a student who does not choose to offer a related discipline as one of the minor areas on the comprehensive examination must complete, with a grade of B 2 or better, at least two semesters of advanced-level work in a related discipline approved by the advisory board. Undergraduate major work, or work done at the M.A. level, may be considered by the advisory board to fulfill this requirement. Substitution of other areas of study must be based upon the availability of appropriate faculty at Boston College, or at the schools involved in the Consortium program—Brandeis University, Boston University, and Tufts University.

6. *Language Requirements:* Before taking the comprehensive examination, the student must demonstrate a reading knowledge of at least two foreign languages, normally French, German, or Russian. Substitution of another foreign language may be permitted upon recommendation of the student's advisory board and with the approval of the Graduate Committee. In making its decision, the advisory board will consider the relevance of the proposed language to the student's program of study.

Students who select Medieval History as their major area must pass an additional qualifying examination in Latin (and/or Greek for Byzantine History), before taking the comprehensive examination.

In some cases in United States History, but only where its greater utility to the student's major area of study can be demonstrated to the advisory board, another professional skill (e.g. statistics, computer analysis, continuing reading fluency in the first foreign language) may be substituted for the second foreign language. Any such sub-

stitution must be approved by the Graduate Committee.

7. *The Comprehensive Examination.* The student's oral comprehensive examination will normally be conducted by an examining board composed of the student's advisory board and one other faculty member. In any event, the examining board will be composed of four faculty members, two from the student's major area, and one each from the two minor areas.

The comprehensive examination is not restricted to the content of graduate courses, but will be more general in nature. While it is expected that the student will have, by the time of the examination, a thorough grasp of the significant factual information in the three areas of study, the examination itself is more directly concerned with the maturity of the student's comprehension and with the ability to analyze, interpret, and evaluate. The student will also be expected to demonstrate a knowledge of bibliography and an understanding of the broad historiographical problems of the specific fields under consideration and of history in general.

8. *The Dissertation:* Once the student has successfully passed the oral comprehensive examination, he or she is advanced to the status of Ph.D. Candidate. At this point formal work may begin on a dissertation subject officially approved by the student advisory board and filed with the Graduate Committee. One member of the advisory board will act as dissertation director and will be responsible for supervision of the student's research and preparation of the dissertation.

When the completed dissertation is approved by the director, it will be read and approved by at least two additional members of the graduate faculty who may offer suggestions. The substitution of readers from outside the graduate faculty must be approved by the student's advisory board. Upon recommendation by the readers, the dissertation must be defended in an oral examination before a board consisting of the Chairperson of the History Department, readers of the dissertation (including the dissertation director), and members of the faculty. Once this examination is successfully completed, the Chairperson will notify the Dean of the Graduate School that the Candidate has completed all the requirements for the Ph.D. degree in History.

9. *Time Limit:* All requirements for the Ph.D. degree in History should be completed within five consecutive years from the commencement of doctoral studies. Extensions of this time limit may be made only with the approval of the Graduate Committee.

Department of Mathematics

Master of Arts Program

The program leading to the degree of Master of Arts is designed for students wishing to study mathematics at an advanced level leading to a career in some areas of mathematics or mathematics teaching or possibly into further graduate work in mathematics.

Requests should be made to the department for application forms. The graduate record examination scores are not required but should be sent if they are available.

The credit requirements for this program are either 30 credit hours in courses in the department and participation in a non-credit seminar (Mt 902-903) or 24 credit hours in courses with a thesis (six credit hours). The first option usually requiring two academic years is recommended although a student wishing to finish more quickly would prefer the second.

All students are required to take (or have the equivalent of) Mt 802-803 (Analysis), Mt 816-817 (Modern Algebra) and either Mt 812-813 (Real Variables), Mt 814-815 (Complex Variables) or Mt 818-819 (Abstract Algebra). All students must pass a written comprehensive examination in algebra and analysis and a reading examination in French, German or Russian.

A number of courses at the undergraduate level can be taken for credit towards the M.A. degree depending on the special needs of the student although Mt 440-441 (Topology) is always accepted for credit. Some courses from other departments may be used for credit towards the degree upon recommendation of the graduate committee.

Master of Science in Teaching Program

The department offers a program leading to the degree of Master of Science in Teaching (M.S.T.) in cooperation with the Department of Education. This program is designed either for experienced teachers or for prospective teachers and consists of three plans. Plan A and B are usually for students without prior teaching experience and require 36 credits; 21 from the Department of Education and 15 from Mathematics; while plan C is for experienced teachers and requires 15 credits from each of these departments. More details about these plans can be found under the secondary education section of the Department of Education.

In all of these plans, Mt 802-803 (Analysis), or the equivalent, is a requirement. There is no language requirement but M.S.T. candidates must pass an oral comprehensive examination and submit a brief expository paper in mathematics.

A number of undergraduate courses are particularly well suited for this program. These include Mt 451 (Geometry), Mt 430 (Number Theory), Mt 426-427 (Probability and Statistics), as well as a course in Computer Science (Mt 460). There are also courses offered in the Summer program that can be used for credit. Students should consult with the chairperson for further information.

Mathematics Institute

Master of Arts (Non-Research) Program

The Master of Arts (Non-Research) Degree in mathematics is designed for teachers of mathematics. All candidates for this master's degree must be graduates of an approved college and have fifteen (15) semester hours of upper division work in mathematics. If a candidate's number of prerequisites falls short of the prescribed fifteen credits, the remaining prerequisites may be earned during the course of graduate study with the approval of the Director of the Mathematics Institute in each instance.

A minimum of thirty (30) graduate semester hours are required for the master's degree. Not more than six semester hours of graduate work completed at other approved institutions may be offered in partial fulfillment of the course requirements with the approval of the Dean of the Graduate School and the Director of the Mathematics Institute. The candidate must pass a written comprehensive examination on his/her course work. No formal thesis is required but a major paper on a topic in mathematics must be submitted and approved by the Director of the Mathematics Institute before the degree is awarded.

There is no modern language requirement for the Master of Arts (Non-Research) Degree in mathematics.

Department of Nursing

Philosophy and Purposes of the Program

The Department of Nursing is guided by the philosophy and purposes of the Graduate School of Arts and Sciences and the School of Nursing at Boston College. The objectives of the Master's Program are as follows: (1) Analyze the philosophical assumptions underlying contemporary health care including own nursing practice; (2) Analyze the characteristics of health care delivery systems that permit a holistic approach to the health maintenance of the client/family/community; (3) Analyze the observable characteristics of a health care provider that indicates a holistic approach to health maintenance; (4) Analyze own practice for behaviors that demonstrate a holistic approach to client/family/community health maintenance; (5) Demonstrate advanced assessment and formulation skills in own practice; (6) Predicate intervention on: current theoretically- and empirically-based knowledge, articulated legal and ethical considerations, and the probability of attaining desired outcomes; (7) Demonstrate analytical ability in evaluating inputs, processes and outcomes related to promoting optimum level of functioning in self/client/family/community; (8) Demonstrate ability to facilitate change in health care systems through the appropriate utilization of (a) research, (b) the clinical method, and (c) collaborative and humanistic efforts; (9) Develop and/or test knowledge through research, critical writing, and theoretical works.

Admission and Program Requirements*

The Department of Nursing offers a program leading to the Master of Science degree and is open to all nurses who meet admission requirements: men and women of every race, color, creed and national origin, who wish to develop their personal and professional potential through higher education. The student may pursue a course of study in either clinical specialization or teaching. Advanced preparation is provided in four areas of clinical nursing: Community Health, Maternal-Child Health, Medical-Surgical and Psychiatric-Mental Health Nursing.

Requirements for application include: a baccalaureate degree in nursing from an NLN accredited program; a cumulative grade of B or better for all baccalaureate courses; a cumulative grade of B or better for all nursing courses taken at the baccalaureate level; three letters of reference, two references are preferred from former teachers and one from someone who can evaluate recent professional performance (an official placement record may be submitted in lieu of the letters providing it contains comparable references); and verbal and quantitative scores from the Aptitude Test of the Graduate Record Examination. An interview with a faculty member of the Department of Nursing may be required.

Applicants who are admitted to the program must provide evidence of certification as a registered nurse in Massachusetts, evidence of coverage by malpractice insurance and physician certified evidence of having undergone a complete physical examination during the preceding three months.

All students are required to pass a comprehensive examination and to write a clinical paper.

*The Department of Nursing reserves the right to alter any program or policy outlined in this Bulletin.

Accreditation

The Master of Science program is accredited by the National League for Nursing.

Community Health Nursing

Curriculums are offered in two areas of specialization designed to prepare (1) teachers of community health principles in health agencies or schools of nursing; (2) community health nursing specialists. Each curriculum requires 2 semesters and an intersession of full-time study and a minimum of 30 credits for completion. All students are required to have a car available for use during the field experience. An introductory course in statistics is a prerequisite for entering the program. Experience in community health practice is strongly recommended.

All students are required to take Nu 700, Nu 702, Nu 704, Nu 794, Nu 705, Nu 870. A cognate elective related to the specialty area is recommended.

Students in the teaching curriculum are required to take Nu 708, Nu 709, Nu 711.

Students in the clinical specialization curriculum are required to take Nu 701, Nu 703, Nu 706.

Maternal-Child Health Nursing

Curriculums in maternal-child health nursing focus on the preparation of candidates for expanded roles in maternity and pediatric distributive care. These curricula were developed jointly in 1970 by the Boston College Graduate School of Arts and Sciences, Department of Nursing; the Boston College School of Nursing; the Harvard Medical School, Departments of Obstetrics and Gynecology and of Pediatrics; the Boston Hospital for Women; and Children's Hospital Medical Center.

The curriculum is designed to prepare clinical specialists in maternity ambulatory care and pediatric ambulatory care. Each curriculum has as its goals: (1) expansion of the clinical practice responsibilities of the nurse; (2) development of the collaborative role with physicians; and (3) the development of the clinical specialist as teacher-practitioner, i.e., one who teaches out of a practice base. Each curriculum requires three semesters of full-time study and 36 credits for completion. One year of work experience as a registered nurse is a prerequisite.

The student may opt for several educational electives, with the approval of the faculty in the last two semesters, provided a satisfactory level of practice has been attained.

All students are required to take Nu 740, Nu 741, Nu 794, and Nu 870. In addition, students in the maternity curriculum are required to take Nu 744, Nu 745, Nu 755, Nu 756 and Nu 759. Students in the pediatric curriculum are required to take Nu 748, Nu 749, Nu 757, Nu 758 and Nu 761.

Medical-Surgical Nursing

Curriculums are offered in two areas of study: (1) preparation as medical-surgical clinical specialists; (2) preparation for baccalaureate faculty positions in medical-surgical nursing. Each curriculum requires 2 semesters and a summer session of full-time study and a minimum of 32 credits for completion.

All students are required to take Nu 795, Nu 796, Nu 800, Nu 801, and Nu 870. The opportunity to choose from three to six elective credits is available.

Students in the teaching curriculum are required to take Nu 807, Nu 808 and a course in curriculum. In the clinical specialization curriculum Nu 815 and Nu 816 and a course in management are required.

Psychiatric-Mental Health Nursing

The curriculum aims at developing clinical competencies for nursing practitioners in the psychiatric-mental health field. Emphasis is on advanced evaluation of practice methods with individuals, groups and families in the community and in other institutional settings. Indirect role development stresses consultation activities in mental health services and programming. Theoretical orientations toward practice methods are derived from the fields of education, social and biological sciences and psychiatric nursing. A research component is required to advance the student's capacity to apply scientific methodology to the investigation of health and illness.

The curriculum requires 2 semesters and an intersession of full-time study and a minimum of 33 credits for completion. Requirements subject to change with new programming. Students will need to provide transportation for themselves. A year's work experience as a registered nurse is required.

All students are required to take Nu 324, Nu 794*, Nu 840, Nu 841, Nu 844, Nu 854 and Nu 870.

Department of Philosophy

Philosophical study at Boston College provides the opportunity for open-minded inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: American philosophy, contemporary continental philosophy, medieval philosophy, philosophy of religion, social and political philosophy, and Russian philosophy.

In addition to these areas of specialization, there is considerable provision made for interdisciplinary programs in cooperation with other graduate departments in the University. The range of courses available, both within the Department and elsewhere, allows the student considerable flexibility in planning a highly individualized and personal program of study geared to his or her own major interests. Small seminar-type classes are the rule, and the students are encouraged to initiate and complete independent and original research projects.

The Department is extremely selective in its admission to the doctoral program. Less than ten students are admitted each year and all must be full-time degree candidates. All applicants for admission, except foreign students, must take the Graduate Record Examination and have the scores sent to the Department. There is also a special program leading to a terminal M.A. which is open to both full and part-time students.

The Institute in Marxist Thought makes available an M.A. program designed for the study of Marxist Thought in its various ramifications as a social philosophy, including the Hegelian and Feuerbachian background along with Marxist-Leninist, Soviet, Maoist and Neo-Marxist currents. Special emphasis is given to the writings of Karl Marx himself. Further information is available from Oliva Blanchette, Ph.D., Institute Director.

*Students will be required to take Nu 794 Research (3 credits) with the option of taking an additional three graduate credits in either Research, Curriculum Development, Liaison Nursing, Management, or in another area. This will occur during the second semester. Students are to consult with their faculty advisor on the options they wish to take at the beginning of the program.

One year of full-time residence is required of all doctoral candidates; these students will be expected to take a preliminary examination at the end of the first year of study, and all their comprehensive examinations must be completed by the end of the third year. Doctoral students must also pass proficiency examinations in two modern languages prior to the second year of graduate study. French and German are the usual languages required of doctoral candidates but, with Department approval, other languages may be substituted if they are more appropriate to the candidate's field of specialization. A final comprehensive examination will be required of all masters' students and proficiency in one modern language is also required.

Financial Aid

The University welcomes applications for the following programs of aid: University Fellowships (\$3000); Teaching Fellowships (\$3600); Research Assistantships (\$2400).

All fellows and assistants are exempt from payment of tuition. Various programs of financial aid are available during the summer. Ordinarily, all students admitted to the doctoral program will qualify for some form of financial assistance. Normally no financial assistance is available for students seeking a terminal M.A.

Department of Physics

The Department offers comprehensive programs of study and research leading to the degrees Master of Science (M.S.), Master of Science in Teaching (M.S.T.), and Doctor of Philosophy (Ph.D.). Courses emphasize the basic principles of physics and prepare students to choose a major field of concentration according to their interests and abilities. Students intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills, but are expected to demonstrate by outstanding achievements in course work their special aptitude for analysis.

Master's Program

Each candidate for a master's degree must pass a qualifying examination (Master's Comprehensive) administered by the department and meet specified course and credit requirements. The qualifying examination shall be prepared by a committee of at least three faculty members appointed by the chairperson and normally shall be administered each September. This committee shall evaluate the qualifying examinations in conjunction with the graduate faculty. Normally no more than three (3) credits of Ph 799 Readings and Research may be applied to any master's program. The M.S. degree is available with or without a thesis, and the M.S.T. requires a paper but no thesis.

M.S. With Thesis

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (Ph 801). Required courses include: Ph 711, Ph 721, Ph 732, Ph 741 and Ph 707-708. The qualifying examination is essentially based on the contents of the first four of these courses and is normally taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty. A submitted thesis shall have at least two faculty readers, including the director,

assigned by the chairperson. The thesis is accepted after the successful completion of a public oral examination conducted by the readers.

M.S. Without Thesis

This program requires thirty-six (36) credits of course work. The same course and qualifying examination requirements for the M.S. with thesis apply here except that in addition the courses Ph 722, Ph 733, and Ph 742 are required.

M.S.T. Degree

This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will normally include two of the courses: Ph 711, Ph 721, Ph 732, Ph 741. The M.S.T. qualifying examination in physics will be based upon the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. The student must also satisfy requirements of the Department of Education, whose listings should be consulted for information.

Doctor's Program

A student normally enters the doctoral program upon faculty recommendation after passing the M.S. qualifying examination. Students entering Boston College with previous graduate experience may be exempted from the qualifying examination by recommendation of the Committee on Graduate Affairs with approval by the chairperson. Unless a waiver is granted, a student wishing to enter the doctoral program must pass the qualifying examination.

Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the chairperson of this major field selection and the chairperson shall appoint, with the approval of the department, a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

Requirements

Required courses for the doctorate are: Ph 722, Ph 733, Ph 742 and an additional distributional requirement of four courses chosen in four distinct areas from the graduate offerings of the department or from other graduate departments with approval of the chairperson.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

Comprehensive Examinations

Within two years of entering the doctoral program, each student must take the comprehensive examinations, normally offered each September. These examinations consist of two parts: the Generals and the Special Field Examination. The Generals are a written examination prepared by a faculty committee of three announced by the chairperson and based essentially on the courses Ph 722, Ph 733, and Ph 742.

The Special Field Examination is prepared by the student's Doctoral Committee and consists of a written part and an oral part. This examination is based upon a course of study worked out between the student and the Doctoral

Committee designed to prepare the student broadly in topics that relate to the special field.

The comprehensive examinations are evaluated by the faculty committee in charge with the approval of the graduate faculty. A student becomes a *doctoral candidate* upon fulfilling the departmental comprehensive examination requirements.

Thesis

In consultation with the Doctoral Committee each student must submit the completed Outline of Thesis form to the chairperson. An open meeting shall be scheduled at which the student shall discuss the thesis proposal. The Doctoral Committee with the approval of the chairperson shall decide upon accepting the proposal.

The chairperson shall recommend to the Dean the appointment of a Doctoral Thesis Committee consisting of at least three faculty members (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

General Information

Waivers of departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Committee on Graduate Affairs with approval of the chairperson.

A variety of theoretical studies are conducted within the department in areas such as space physics, plasma physics, and astrophysics; elementary particles, high energy physics, and current algebras; the theory of "elementary interactions" as applied to classical and quantum physics; solid state and mathematical physics.

Experimental programs are mainly in solid state and magnetospheric physics. Research in solid state physics includes: crystal field studies using spin resonance, spectroscopic and Mossbauer techniques; absorption and fluorescence spectroscopy of solids; energetic radiation effects on the dielectric and optical properties of ionic crystals; electroreflectance in semi-conductors; transport properties of alloys; optical and electrical properties of plasmas in solids. Research is conducted in the field of gas kinetics by means of flash photolysis techniques. Magnetospheric research is concentrated in auroral and air-glow physics; this involves collaboration with various satellite experimenters at other institutions.

Boston College is a participating institution for available government fellowships and grants. The department also offers scholarship and teaching assistantship aid to qualified students. Student research assistantships are often available to advanced students in space physics and solid state physics during the summer as well as the academic year.

A diagnostic examination is administered to all entering students to assist in preparing course schedules and detecting deficiencies that should be remedied.

Foreign students are required and other applicants are encouraged to take the G.R.E. Aptitude Test and Advanced Test and to have the scores submitted as part of their application.

Department of Political Science

The department of Political Science offers both the master's and the doctor's degree. A comprehensive and varied curriculum is available, with an unusual blend of philosophical and practical concerns.

Master of Arts Degree

The Political Science Department awards its own master's degree and also participates in the American Studies M.A. program and in the M.A.T. program with the School of Education. The first requires successful completion of thirty graduate credits (ten courses) and a comprehensive examination. The second does not require more than twelve credits in political science (without a thesis), the other twelve being taken in American literature, history, sociology, economics or philosophy. The option of writing a thesis also exists, which counts as the equivalent of two courses. The M.A.T. program requires no more than fifteen credits in political science, the fifteen being taken in the School of Education. Candidates for the M.A. in political science must ordinarily take at least one course in each of three of the four fields within the discipline. With the approval of the chairperson a limited number of related courses in other departments may be taken as well.

Doctor of Philosophy Degree

The department of Political Science offers the doctorate in the four basic areas of Political Science: American Politics, Comparative Politics, International Politics, and Political Theory. The satisfactory completion of sixteen courses, preliminary and comprehensive examinations, an examination in at least one language, and a dissertation is required for the degree. It is expected that a student with the bachelor's degree will be able to complete all doctoral requirements in about four years. About five students are admitted each year.

Doctoral candidates are expected to major in one area of political science and choose minors in the other three areas (one of which can be replaced by offerings from other departments, including a second language).

Applicants for the department's doctoral program should complete their applications as early as possible, but not later than March 1; should provide for three letters of recommendation, and should forward a sample of their written scholarship.

Graduate Record Examination

All candidates for the M.A. and Ph.D. in Political Science are required to submit both the Graduate Record Examination aptitude and advanced scores. Candidates for the M.A. in American Studies with a concentration in Political Science are required to submit the Graduate Record Aptitude scores only.

Graduate Assistantships

A number of assistantships, with substantial stipends (as well as tuition remissions), and a few tuition remissions are available for outstanding Ph.D. candidates.

Department of Psychology

The graduate program in Psychology and Social Structure at Boston College offers the Ph.D. degree in Psychology. Psychology and Social Structure is conceived as a specialty area with its roots in the field of social psychology but extending more broadly to include an appreciation of the multiple disciplines that study human behavior, adaptation, and social relations. The major focus of the program is the impact of social structures, institutions and processes on the individual, family, groups, and communities. Particular attention is devoted to the analysis of the relationships between social structures and processes and the quality of individual and community life. An additional focus of the

program is the application of social-psychological concepts and methods to social intervention and social policy, particularly in the field of human services. The program combines academic training and a range of research experiences, including research apprenticeships and field experiences, to produce social psychologists who could work in academic, organizational or community settings.

A program of studies during the first year will cover basic concepts and theories pertinent to the aforementioned concerns. Intensive work in methods and statistics will also be required. As the student develops specialized sub-areas of interest during the first year, increased emphasis will be given to guidance by small faculty committees employing a tutorial and apprenticeship approach. The pursuit of these specialized interests, whether in research, scholarship, policy development, or practice may take place within the department, in other departments and schools of the University, or outside the University, with the consultation and supervision of the small committee working with each student.

In addition to the above doctoral program in Psychology and Social Structure, under an interdepartmental arrangement with the Counseling Psychology Department at Boston College, a small number of students are admitted to pursue their doctoral studies with a concentration in behavior modification. For these students, the program of studies includes intensive training in the concepts and techniques of behavior modification as applied at the individual and institutional levels, in addition to course work, research and field experiences both in the Psychology and Counseling Psychology departments.

Prerequisites

Entering students are expected to have had a course in statistics, research methods, a social science, and a background in psychology and the social sciences. Although an undergraduate major in psychology is desirable, it is not required. Students may be required to make up deficiencies in prerequisites without academic credit. In addition to a serious interest in theory and inquiry in social science, students are expected to have demonstrated an interest in community problems and social issues. Mature students with relevant work experiences are encouraged to apply.

Application

Results of the GRE Aptitude Test and the Miller Analogies Test are required with the application, together with a statement of interest. Deadline for application is March 15.

Requirements

Requirements for the degree include: 1) 54 credit hours, 2) a predoctoral research project, 3) completion of a wide-ranging comprehensive examination, 4) completion of extensive and varied supervised fieldwork experiences, and 5) a dissertation reporting original research in the field of Psychology and Social Structure.

There are no language requirements. Students are required to take the following courses: Seminar in Psychology and Social Structure I and II (Ps 701 and 702), Logic of Social Inquiry (Ps 705), Field Research Methods (Ps 706) and Multivariate Statistics (Ps 708). Toward the end of a student's first year residence in the program, a three-member advisory committee will be suggested by the student and appointed by the Department. This advisory committee will help the student plan the course of his/her study.

Residence

Three years of full-time residence normally will be expected, although it is recognized that exceptions will be necessary to accommodate students with extensive previous preparation.

Department of Romance Languages and Literatures

The Department of Romance Languages and Literatures offers a Master of Arts program in Italian Literature and Civilization; Master of Arts in French or Spanish Literature, Master of Arts in Two Romance Languages, Master of Arts in Teaching, and Doctor of Philosophy programs in French and Spanish. Course and degree requirements have been designed to provide candidates with a solid grasp of their general field of interest, create a foundation for doctoral research work, or offer preparation for teaching in secondary schools. Within the framework of degree requirements, course offerings are sufficiently rich to permit concentration in the literary period of the individual student's choice, or insure the development of proficiency as a language teacher.

Courses are also offered in Portuguese and Medieval Latin, to qualified students and teachers eager to develop competence in these areas. With permission of the Department, degree candidates in French, Spanish, and Italian who have completed course coverage of their major field may take these courses for credit toward their degree.

Courses in comparative studies or of interdepartmental interest, given in English, are offered to graduate students and qualified upperclassmen who intend to undertake advanced work in comparative literature, philology, or area programs, and to those who wish to enrich their background for work in related fields.

RI 790 Reading and Research courses will be given only if students show a genuine need for such courses. No RI 790 Reading and Research courses taken during the year of residence shall be counted as courses contributing to the fulfillment of the student's residence requirement. RI 790 Reading and Research courses are not admissible at the Master's level.

Prerequisites for Admission

Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites:

They must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course, or a sufficient number of courses more limited in scope, passed with distinction, satisfies their requirement. At least two full-period or genre courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.

Students applying for admission to graduate degree programs in the Romance languages must satisfy the following prerequisites:

They must present an undergraduate major in one Romance language (hereafter called the Major Field) which includes at least 30 credits in one language, 6 of which should be from a survey course or its equivalent and another 6 from an advanced composition course or its equivalent. In addition, they must possess a basic knowledge—one year beyond the college intermediate level—of a second Romance language (hereafter called the Minor Field).

All students in all programs must have acquired an active command of their major language. They must be able to

understand lectures, participate in seminar discussions, and write term papers in reasonably correct French, Spanish, and Italian. To test this proficiency, all entering students will be obliged to take an examination when they begin their program of study. The examination will include an oral interview and sections on writing, phonetics, and listening comprehension. Students with low scores will be required to undertake remedial work. Those who perform poorly on the writing section, for example, will be asked to take Advanced Composition and/or Stylistics. Advanced Composition cannot be taken for graduate credit. All deficiencies related to knowledge of the major language must be removed through such remedial work, or through residence abroad, or through other effective means before the candidate takes oral comprehensive examinations.

Applicants whose record of past achievements reveal inadequacies, but whose specialized qualifications and promise for the future warrant favorable consideration, may be admitted on a probationary or conditional basis. In the former instance, the Department grants the applicant the opportunity to remove doubts concerning his or her capabilities through the successful completion of graduate courses in our program, with the work then being counted in partial fulfillment of the degree requirements. In the latter instance, the explicit gaps or deficiencies in the applicant's background call for remedial work before admission to full standing in the degree program. A student on probation will be evaluated by the Department and recommended or not for full admission after the first semester of course work or after earning a minimum of six credits. For students admitted conditionally, full admission to a degree program will be contingent upon the completion of all remedial work required of them.

The deadline for applications to the Graduate School of Arts and Sciences is July 1 for September admissions and the deadline for financial aid requests March 15. The Department strongly recommends that students apply by April 1 for September admissions and by March 1 for monetary support.

All persons seeking admission to the Department's graduate programs as special students are required to submit transcripts of their undergraduate records and two letters of recommendation before being considered.

Master of Arts Degree in a Romance Literature

Candidates for the M.A. in Romance Languages and Literatures must normally earn a minimum of thirty credits in courses distributed over the major periods of their chosen literature. With good coverage in the literature of their specialization, however, they may be allowed to take six credits in a second language. Candidates for the M.A. in Italian Literature and Civilization must normally earn a minimum of 18 to 24 credits in Italian Literature, plus 6 to 12 credits either in Italian History and History of Art, or in equivalent subjects to be approved by the Department, totaling 30 credits.

It is highly recommended that students take a course in the cultural backgrounds of their literature either at Boston College or in a summer program abroad, which the Department has approved for transfer credit beforehand.

Reading knowledge of a second language must be demonstrated. At the discretion of the Chairperson, any foreign language which is neither the major nor the student's native language may be offered in fulfillment of this requirement.

Oral Comprehensive Examinations

Upon completion of course requirements, an M.A. candi-

date must pass a comprehensive oral examination of no more than one hour's duration to show mastery of his or her field in the following respects:

a) Knowledge of the literature in his or her field of specialization. The examination is focused upon the candidate's course record, with questioning of a more general nature based on the Departmental reading lists.

b) Fluency in the use of the major language. A sufficient portion of the examination is conducted in French, Italian, or Spanish to determine this fluency.

The Master of Arts Thesis

A candidate for the M.A. whose course background is considered adequate and who gives positive indications of ability to produce original, meaningful research work may be allowed to offer a thesis in lieu of six course credits. This permission is granted by the Chairperson upon recommendation of a committee of professors who are familiar with the candidate's capabilities and who could be involved in the direction of the thesis. A thesis does not preclude taking the comprehensive examination.

Summer M.A. Program in French

An M.A. may be earned by taking courses over a period of five summers. This program is intended primarily for teachers who are unable to attend courses during the regular academic year. Except for the fact that courses may be taken exclusively in the summer, the requirements of this M.A. program are the same as those of the regular M.A. program.

The Master of Arts Degree in Medieval Studies

A revised program leading to the Master of Arts degree in medieval studies will be offered to qualified students who wish to go beyond the general objectives of the M.A. and specialize in the Middle Ages. Interested candidates should consult their advisors with respect to the conditions for admission and requirements for the degree, pending the announcement of the program's implementation.

Master of Arts Degree in Two Romance Languages (French/Spanish/Italian)

Candidates for the M.A. in two Romance Languages must normally earn a minimum of thirty credits distributed in the following way:

a) Major Field: 6-12 credits in either literature courses or Cultural Backgrounds of Stylistics. Students will take the Departmental proficiency examination in their major field upon admission, as required in all the other graduate programs.

b) Minor Field: 18-24 credits divided up as follows:
Survey of the literature or Cultural Backgrounds (6)
Advanced Composition or Stylistics (6) (The grade achieved in this course must be B or better, otherwise a written examination will be part of the comprehensive examination).

Literature courses beyond the survey level (6-12) (Whenever possible, these courses should involve the same literary period, or consecutive literary periods, covered in the major field).

Oral Comprehensive Examination

Upon satisfaction of course requirements, the candidate must pass a comprehensive oral examination of no more than one hour's duration (one half hour in each language based upon the course work completed.) Emphasis will be

placed on the candidate's ability to speak and communicate in two chosen Romance languages.

When feasible, students taking the comprehensive oral examination will be given two examiners with whom they have had courses. Examinees will be informed of the tentative makeup of their examining board at least one month in advance whenever administratively possible.

Master of Arts Degree in Teaching

Candidates for the M.A.T. in Romance Languages and Literatures must earn at least nine credits in literature of the fifteen credits required of them in the Department. The remaining six credits may be used to satisfy deficiencies in the areas of Stylistics and Cultural Backgrounds. If, having divided six credits between Stylistics and Cultural Backgrounds, the student is obliged to take three more credits in the former, the additional three credits cannot be counted toward fulfillment of graduate course requirements.

M.A.T. students requiring remedial work will be asked, according to their need, to take Phonetics and Applied Linguistics, Advanced Conversation, or Advanced Composition and Introduction to Literary Analysis—or possibly a combination of these—without graduate credit.

Oral Comprehensive Examination

Upon completion of course requirements, an M.A.T. candidate must pass a comprehensive examination composed of two parts. The first part is a written test of twenty to thirty minutes' duration on a subject chosen by the Department. The candidate must pass this first part before being admitted to the second, which is oral, lasts forty-five minutes, and is based on course work, with questioning of a more general nature based on the Departmental reading lists.

Thesis

Candidates for the M.A.T. are not permitted to offer theses, since course coverage of their major subject is already limited by other requirements. They are expected, however, to demonstrate their ability to do individual work at the graduate level by their performance in seminars and preparation of term papers. There is no requirement in the M.A.T. program regarding the reading knowledge of a second foreign language.

The Doctor of Philosophy Degree

Prerequisites and Requirements

1) A minimum of sixty credits of graduate study is necessary to fulfill course requirements before the student is admitted to comprehensive examinations. Students accepted for the Doctoral program are granted transfer credit for the M.A. or its equivalent; i.e., 30 credits. If the student does not possess the M.A. or its equivalent but has done some graduate work, he or she may transfer a maximum of six graduate credits. In order that transfer credits be acceptable, they must have been earned in courses relevant to the student's Doctoral program. The courses involved must be comparable to courses in our Department, and the student should have received a final grade of B or better in them. Those admitted to the Doctoral program as college graduates or transfer students possessing the Bachelor's degree or its equivalent, but not the M.A. or its equivalent, should achieve coverage of their major literature equivalent to that required for our M.A. The coverage will be tested by a regular M.A. comprehensive examination. In addition to the M.A. comprehensive examination, the students must also take a test demonstrating their reading knowledge of a sec-

ond foreign language, as required in the M.A. program—unless they can show that they have already satisfied this requirement in the course of their work toward the M.A. degree.

2) If they have not done so previously, students admitted to the Doctoral program should incorporate into their curriculum a course in the culture of the nation whose literature and language they are studying.

3) The History of the Language course (RI 705-706 in French, RI 905-906 in Spanish) is mandatory in Plans I and II, except for students who have taken the equivalent of this course elsewhere.

4) A reading knowledge of Latin is required of all candidates, regardless of Plan, and should be achieved early in the program. A reading knowledge of German is compulsory only in Plan III. It is highly recommended, however, for Plans I and II.

5) One year of residence is required, conceived of as two four-course semesters (three credits per course) in a fall-spring or spring-fall sequence. Teaching fellows of the Department fulfill the residence requirement by taking three courses per semester while teaching two. Students teaching elsewhere also fulfill the residence requirement by taking three courses per semester.

During the year of residence, the student must be registered at the University and following a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he or she is engaged in writing a dissertation.

6) Ordinarily, Doctoral candidates will be permitted to take only one course for credit during the summer. Exceptions may be granted only when the student is unusually well-qualified and has obtained the permission of the Chairperson and both professors.

7) Upon completion of course work, the Doctoral student must pass oral and written comprehensive examinations. A student who fails any segment of the comprehensive examinations twice will automatically be dropped from the program.

Comprehensive examinations are held in October and May. The student should notify the Departmental office three months in advance of his or her intention to take the examinations, reserving the option to withdraw the examination application at least one week before the schedule date. An eight-year limit established by the Graduate School for the completion of Doctoral work is intended to cover exceptional cases in which candidates may be hampered by hardship and/or matrimony. Neither the students nor their mentors expect their association, however inspirational it may be, to be so leisurely. When possible, candidates should plan to take comprehensive examinations after the third or fourth year of graduate work, leaving at least a year for the dissertation.

8) The subject of the dissertation must be submitted for approval by the Department after the student has passed all comprehensive examinations. The Department agrees with most scholars in the field in considering the Ph.D. to be essentially a research degree, for which the program of courses leading to comprehensive examinations is but a preparation. It is a preparation, however, that costs years of concentrated work and it must lead to something more than the publication of articles.

The student's area of research must come out of cultural experience and intellectual curiosity. He or she is the one who selects at least the general topic for proposed study, and the student who expects an advisor to serve a made-to-order dissertation subject is not Ph.D. material.

As soon as possible after he or she has completed Doctoral comprehensives, and determined the general thesis topic, the student is given a thesis director, an expert in the field, with whom he or she works out a more specific topic, an outline for its development, and a bibliography. After the thesis topic and the outline have been approved by the Graduate Faculty and while the research and writing are in progress, the thesis director alone supervises the work of the student.

March 1 is the deadline for submission of copies of the completed Ph.D. dissertation to the director and readers for May graduation. April 1 is the deadline for submission of the completed Ph.D. dissertation to the director and readers for September graduation.

9) A B average is the minimal Departmental requirement for good standing.

Plans of Study

Plan I: French or Spanish Literature

Candidates electing the doctoral program in this plan must achieve the following:

- 1) A high degree of competence in one Romance language, literature, and culture. Specialization in a limited area of the literature.
- 2) Superior achievement in the area of concentration and potential for research work.
- 3) General coverage of the major literature.
- 4) Specialization according to the following options:
 French—two consecutive centuries of the major literature
 Spanish—Middle Ages and Renaissance
 Siglo de Oro (with dates)
 Nineteenth and twentieth centuries
 Latin-American literature
- 5) RI 705-706 or RI 905-906 passed with distinction.

Comprehensive Examinations will include:

- 1) General coverage of the literature—an oral examination of three hours' duration.
- 2) Area of specialization—written essay of eight hours' duration and an exposé of one hour's duration, the latter limited to the area of the dissertation.

Plan II: Romance Literature

Candidates who concentrate in Romance Literature must achieve a high level of competence in the following areas:

- 1) General coverage of the major literature.
- 2) Specialization in three Romance literatures (French, Spanish, and Italian).
 In the medieval period, French, Spanish, or Italian may be replaced by Medieval Latin or Provençal. The student may elect a non-Romance literature as the third of three literatures, but must first obtain the approval of the Department.
- 3) General coverage of the major literature.
- 4) Specialization in three literatures (comparative study of a major period or literary movement).
- 5) Seminar-level courses in the major literature. Adequate coverage of the two minor literatures in as many middle-level or upper-level graduate courses.
- 6) RI 705-706 or RI 905-906 passed with distinction.

For admission to the program, applicants must have fluent command of at least one Romance language.

A working knowledge of a second Romance language is also required, and the student must initiate the study of the

third language as soon as possible, so as to develop graduate capabilities in all three literatures within the time limits set for comprehensive examinations. Early in the program, the student should formulate a program of studies in consultation, with the advisor, who will determine the maximum coverage depending upon the adequacy of the student's course background. The minimum coverage is six credits in the second literature and three credits in the third. Comprehensive Examinations will include:

General coverage of the major literature—an oral examination of three hours' duration.

Area of specialization—written essay of eight hours' duration and an exposé of one hour's duration, the latter limited to the area of the dissertation.

The dissertation may deal with a problem in the major literature or involve a comparative study in the period of specialization.

The Department feels that for literary studies two hundred pages may be considered a minimum.

Plan III: Medieval Studies

Requirements for the area of Medieval Studies:

- 1) For admission, applicants must have fluent command of at least one Romance language and a working knowledge of another.
- 2) A reading knowledge of Latin and German must be achieved by the end of the first year.
- 3) Philology: History of the Romance languages.
- 4) Literature: Medieval French, Italian, and Spanish literature. Either Italian or Spanish may be replaced by Medieval Latin or Provençal.

Comprehensive Examinations will include:

General coverage of Romance philology and medieval Romance literature—an oral examination of three hours' duration.

Area of specialization—written essay of eight hours' duration on philology or medieval Romance literature and exposé of one hour's duration, the latter limited to the area of the dissertation.

The dissertation may deal with a study in Romance Philology, in a single medieval Romance literature, in comparative medieval Romance literature, or it may be a scholarly edition of a medieval Romance text.

Financial Assistance

The following forms of financial assistance are available to students of the Department: University Fellowships, Teaching Fellowships, Graduate Assistantships, Tuition Remission, Work-Study program.

Appointments and awards are competitive. They are based on the candidate's background and experience. The University Fellowship carries the stipulation that the holder not engage in teaching during the period covered by the award. For those seeking Teaching Fellowships, a personal interview is advisable. Students desirous of obtaining information about the terms of University financial assistance should consult the *Boston College Bulletin* (University General Catalogue). Those who are interested in government grants should address themselves to the University Financial Aid Office.

Further information on the Graduate Program in Romance Languages and Literatures can be found in the Romance Languages Department Graduate Handbook, which may be obtained by writing to: Boston College, Department of Romance Languages, Chestnut Hill, Massachusetts 02135.

Department of Slavic and Eastern Languages

The Department administers Master of Arts degree programs in three areas:

- Russian language and literature
- Slavic Studies (interdisciplinary)
- General linguistics (interdisciplinary)

All programs require a minimum of thirty credits in prescribed graduate-level course work and also passage of a set of comprehensive examinations. The MA comprehensive examinations consist of:

- three general field examinations, which a student must pass by the end of the first year of full-time study or its equivalent;
- two special-field examinations;
- a research paper of publishable quality on an approved topic.

For admission to MA candidacy in Russian or in Slavic Studies, students must demonstrate a working knowledge of the Russian language, equivalent at the very least to the proficiency expected at the end of two years of college Russian, and must be acquainted with the major facts of Russian literary and intellectual history. The Department will make current study and examination requirements available to all incoming students and, upon request, to applicants for admission.

Since Slavic Studies and Linguistics degrees involve a significant proportion of work in other departments of the university, candidates in these areas would be expected to meet the prerequisites for all such courses and seminars. With the approval of the department, certain courses from other programs may be counted among the electives for the MA Russian degree.

Information on the Master of Arts in Teaching can be requested from the Graduate Division of the School of Education. Requirements for this degree are similar to those for an MA in Russian, except that up to fifteen credits and one special-field comprehensive area come from the Graduate Department of Education.

Department of Sociology

Master's Program

ADMISSIONS: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. The department strives to develop as strong a student body as possible. Applicants are encouraged to submit, in addition to the usual transcripts and letters of reference, any information which might enhance their candidacy. GRE's are recommended, but not required. Personal interviews, when practical, are desirable. Applications should be forwarded to the department Admissions Committee.

REQUIREMENTS: (a) Thirty credit hours, including: (1) Theory Pro-seminar (two semesters), (2) Survey of Research Methods, (3) Advanced Statistics and (4) One additional Methods or Statistics course; and (b) a comprehensive examination.

Highly qualified students may be accepted directly into the Ph.D. program.

Doctoral Program

ADMISSIONS: A small number of students are admitted to doctoral study. The primary criteria for admission are academic performance and promise of outstanding independent work. (See also Master's statement above.)

REQUIREMENTS: (a) Twenty-four credit hours above the M.A. level including one additional Methods or Statistics course; (b) one year residency; (c) Ph.D. qualifying examination; (d) formal admission to candidacy; (e) dissertation and oral defense.

The Department has three special programs: 1) A Program in Social Economy and Social Policy to train doctoral students for research careers in areas of corporate systems and worker self-management. Funded by a grant from NIMH, it provides for tuition remission, stipends and travel funds; 2) a second Program, the Applied Social Research Sequence for M.A. and Ph.D. students is designed to develop skills in areas of applied quantitative sociology; 3) a third program, the Field Work Sequence for M.A. and Ph.D. students will develop skills in participant observation, intensive interviewing and related methods for studying social life firsthand.

Financial Assistance

The department has a limited number of cash awards in the form of assistantships and tuition waivers. Awards are made on the basis of merit and need. Application should be made to the Admissions Committee.

Other Information

The department publishes a brochure on its graduate programs, and a more detailed "Guide to Graduate Study" which is available on request.

Department of Theology

Boston College is one of 9 member schools of the highly successful Boston Theological Institute, a consortium which includes the Boston College Theology Department, Andover Newton Theological School, Boston University School of Theology, Episcopal Divinity School, Gordon-Conwell Theological Seminary, Harvard Divinity School, Holy Cross Greek Orthodox Seminary, St. John's Seminary and Weston School of Theology. All graduate students in any of Boston College's 3 graduate Theology programs enjoy the privileges of full cross-registration, faculty exchange programs and library facilities in the 8 other schools.

M.A. in Theology

This degree serves (1) as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic careers, or (2) as an academic preparation for those moving towards various professional, religious or ministerial careers, or (3) as part of an enrichment or retooling program for those already established in such careers.

Students applying for admission to the M.A. Program in Theology should have at least a B average and a solid undergraduate Theology major or the equivalent. This means the documented and/or proven ability to do graduate level work in Theology. Where this is found to be insufficient, supplementary work will have to be done by the student before formal entry into the 30 credit phase of the program. Candidates for the M.A. are required to complete 30 credits for the degree as follows: 15 credits must be taken in one of the four possible areas of specialization—Bible, Historical Theology, Systematic Theology, Religion and Society; 12 credits, in any combination, in the three other areas of specialization must be taken along with a 3 credit M.A. seminar on the introduction to theological research methods and to the nature of Theology. An M.A. thesis with approval of one's advisor and department may substitute

for 6 of the required credits. French or German reading knowledge will be tested. Latin, Greek, Hebrew is required to the extent that it is needed in one's specialized area. Written and oral comprehensive exams are given.

The Theology department also cooperates with the Institute for the Study of Religious Education and the graduate department of education in offering the Masters (M.Ed.) in Religious Education and the Certificate of Advanced Educational Specialization. (See below the section on the Institute for the Study of Religious Education and Service.)

Doctoral Program

The department of Theology, in a Joint Graduate Program with Andover Newton Theological School, offers the Ph.D. in Theological Studies.

Areas of Specialization are: Religion and Society, History of Christian Life and Thought, and Systematic Theology.

Specialization in Religion and Society brings the sociology of religion and Christian social ethics together as ways of exploring and giving normative guidance to involvement of the church in culture and society. Concentration in the History of Christian Life and Thought examines historical forms of Christian faith, theology and doctrine, behavior, ritual, and institutional development, as well as the problems connected with a theology of history. The area of Systematic Theology is the contemporary intellectual reflection on the Christian mysteries as an interrelated whole.

Among the more distinctive features of this program are:

- (1) The Graduate Colloquia. These bring together in a regular seminar students from all three areas of specialization with faculty members from the various fields in order first, to insure a basic mastery of theological research methods and a basic understanding of theological hermeneutics (esp. first year) and second, in order to subject the research ventures of the students to a theologically interdisciplinary critique;
- (2) The Faculty/Student Seminar which brings faculty and students together for a panel/seminar in which faculty members from different fields of specialization present their views on a topic that has interdisciplinary ramifications;
- (3) A dissertation option which allows the student to present three publishable articles in place of the normal dissertation in classical format.

The combination of a Protestant school of divinity and a Catholic University, within the larger possibilities of the Boston Theological Institute, produces faculty and library resources very favorable for study.

Requirements:

LANGUAGES: The language examinations, testing the student's proficiency in reading French and German, must be passed before admission to the comprehensive examinations (usually at the end of the second year).

Students admitted to the program will have completed the M.Div. or equivalent degree, or will have completed a bachelor's program with a strong background in religion, theology and/or philosophy.

Both written and oral examinations are required: special exams in the candidate's field of concentration, general exams in the other two areas. (A Bible requirement may be passed by completion of three advanced courses.) Candidates may write a dissertation in the classical format or submit three publishable articles, one of which would clearly

reflect the major field of concentration. Each dissertation or major article will be defended by the candidate in public disputation.

Institute of Religious Education and Pastoral Ministry

The Institute of Religious Education and Pastoral Ministry at Boston College is one of the largest graduate facilities in North America dedicated primarily to the academic and practical formation of religious educators and other ministers. The Institute combines the resources of the Theology Department, the School of Education, other schools of the university, and its own core Religious Education and Pastoral Ministry faculty, together with the opportunity for cross-registration in the Boston Theological Institute to serve religious educators and other ministers in the scholarly and practical development of theological and ministerial insights and skills. The Institute offers a Master of Education degree (M.Ed.) in Religious Education and the Certificate of Advanced Educational Specialization (C.A.E.S.) and the Master of Pastoral Ministry (M.A.).

Master of Education in Religious Education

Students for the Master of Education degree in Religious Education pursue studies in Theology, Bible and Religious Education. Core requirements in Theology and Bible include courses in systematic theology, Old Testament and New Testament, and ethics and religion-and-society. Core requirements in Religious Education include courses which relate fundamental educational literature to Religious Education, courses in history, philosophy and theology of Religious Education and courses which relate psychological and sociological insight to the Religious Educational task. Special projects and field educational experiences which relate scholarship to practical ministry are encouraged.

The ordinary credit requirements for the Master of Religious Education is 36 credits, in Theology/Bible and Religious Education. However, programs are designed with individualized attention to the background and aspirations of students. Students for the Master of Education participate in written and oral comprehensive examinations.

Certificate of Advanced Educational Specialization

Students with a Master's degree in Theology or related field, and at least three (3) years of occupational experience may apply for the Certificate of Advanced Educational Specialization.

The Certificate program is designed for students who have focused their occupational and ministerial goals as well as for those who wish to deepen their theological and religious educational background. Programs are designed with individualized attention to a student's background and aspiration, with minimum stipulated course requirements in Theology, Bible and Religious Education. Certificate students focus on a specialized educational concern and prepare a certificate project on that concern. The ordinary credit requirement for Certificate students is 36 credits.

Students for the Master's and the Certificate may study during the academic year as well as during the summers.

Master of Arts in Pastoral Ministry

In the broadest sense pastoral ministry is concerned with any activity which helps people to live more faithful lives within the Christian community. Studies in this area at-

tempt to prepare men and women to take part in the Christian churches' primary ministerial activities, particularly at the level of the parish and the diocese. Because the skills and competencies required of the pastoral minister are many, the program of studies for this degree draws upon a variety of disciplines: theology, Bible, liturgy, counseling, education, spirituality, and management. Participation in field education or clinical-pastoral programs enables students to gain practical experience in addition to academic insight.

The credit requirements are the same as for the M.Ed.

Interdisciplinary Doctoral Program

The Institute in cooperation with the university's Department of Theology and School of Education offers an Interdisciplinary Doctoral degree (Ph.D.) in Religion and Education. Interested persons should contact the Institute.

Center for East Europe, Russia and Asia

The center is designed specifically to encourage students and faculty to participate in interdepartmental endeavors on both graduate and undergraduate levels. Participating faculty come from many departments, as can be seen from the list of center-related courses (below). Many of these same professors take part in the interdepartmental course, "Perspectives on Marxism" (bi-annually).

Several programs of specialization are available to undergraduates and graduate students, and both can earn certificates of proficiency in the field of Slavic studies. The students should consult with the Director (Carney 201A) and with the appropriate professors in the departments that interest them.

In addition to their teaching activities, the members of the Center are involved in the publication of a specialized quarterly, "Studies in Soviet Thought". Interested students,

with some knowledge of Russian or another relevant language, can enquire about participating in this project. Members of the Center are also continuing publication of the *Sovietica* series, which currently contains some thirty-four volumes.

Courses:

UN 212 Perspectives on Marxism (F; 3)

This interdisciplinary course is co-sponsored by the Department of Philosophy and the Center for East Europe, Russia and Asia. The ten professors (two political scientists, philosophers and historians; one each from economics, education, linguistics and sociology) present a coherent overview, enabling the student to gain an understanding of the Marxist phenomenon from all the major perspectives and providing an orientation for planning the student's further study of the questions raised by this important movement.

Un 697 Comparative Communism (F; 3)

Many of the most important aspects of the theory and practice of Communism can be understood only from an interdisciplinary perspective. Each session of this course will involve the participation of two professors who will analyze these aspects as they appear at the interface of their two disciplines. Each student will receive a list of works to be read prior to each session so as to be able to participate fully in the discussion.

For other Center-related courses, see the course listings of the Institute in Marxist Thought and of the departments of: Economics (Smolinski), Education (Lambert), History (Florescu, McNally, Murphy), Philosophy (Adelmann, Blanchette, Blakeley, Navickas, Rasmussen), Political Science (Carlisle, Tang), Sociology (Bruyn), Slavic and Eastern Languages (Jones, Connolly), Theology (Lawrence).

School of Management

The MBA Program

The primary objective of the MBA Program at Boston College is to provide mature men and women with a broad professional education that will prepare them for important management positions in business and in other complex organizations. A manager is viewed as a person who makes significant decisions and assumes the leadership responsibility for the execution of these decisions. The MBA Program, therefore, emphasizes the development of the student's ability to make and execute decisions. Toward this end, the program of study is designed to accomplish training goals in the following areas:

1. **Critical Analysis:** To equip students to think logically and to apply analytical methods and skills in finding, evaluating and solving managerial problems.

This involves the ability to recognize and define significant problems, gather and evaluate information, identify alternative courses of action, and reach conclusions or solutions which can be translated into concrete decisions and actions.

2. **Business Operations:** To provide students with a working knowledge of the basic concepts and principles which have general applicability in the basic operational areas of the business firm and other institutions.

By studying the individual areas—accounting, finance, production, and marketing—the student develops an understanding of the functions and responsibilities of operational management. In broader terms, the student gains a fuller realization of the interrelationships of the basic business functions and the applicability of the management process at all levels of managerial decision-making. Primary attention is focused on the general management point of view.

3. **Changing Environment:** To develop in the student an understanding of the complex and changing environments within which the manager must make and execute his or her decisions.

This includes the study of the internal environment of the firm—the formal and informal organization of human resources to accomplish the objectives of the business—and the external environment—the economic, political, social, legal and technological system which constitutes the environment of the organization. The study of these internal environments raises important questions concerning the values and responsibilities of organizations in relation to the human and social implications of their actions.

4. **Professional Development:** To encourage students to develop, as individuals, those attitudes, skills, and commitments which best equip them to perform effectively as responsible citizens and leaders in business and in society.

Understanding the processes of human motivation and group interaction provides bases for improving leadership skills and for strengthening communication. Written and oral communications are stressed as skills which are necessary for the realistic preparation of managers. While in the program, students

learn to appreciate that they must continue to educate themselves through their careers or risk professional obsolescence. Course work, therefore, encourages the students to learn independently and to assess the usefulness of new knowledge as the basis for developing their capacities for continued professional growth through self-education.

5. **Special Professional Interests:** To provide the opportunity for students to study more advanced and difficult management problems in areas of special interest.

While the program provides for breadth of knowledge in a prescribed set of course offerings, it also allows for additional in-depth study in a program of course concentrations, electives, and independent study options. In these advanced courses in the various fields of management, the teaching emphasis is upon the problems, opportunities, and responsibilities of the manager in business and in other organizations.

No statement of the goals of education for management would be complete without stressing the importance of overall perspective. While students receive rigorous training in specific business disciplines and management techniques, a broad emphasis is placed upon the integration of this knowledge into a broader understanding of the role of the general management function. Some aspects of management such as planning, organization, coordination, control, human relations, problem-solving, and decision-making are most effectively presented initially in the context of individual functional courses. However, in the building block approach of the course offerings, the final courses require that the student consider management problems at the executive policy-making level. The end result is a program of studies which, while learned largely within the context of industrial management, is to a considerable extent applicable directly to management situations in nonindustrial organizations as well.

Accreditation

The Boston College MBA Program is fully accredited by the American Assembly of Collegiate Schools of Business and is one of a limited number of such programs that requires a two year curriculum structure for full-time students and the same curriculum, time-phased, for part-time students.

Program Approach

The MBA program is designed to provide students with both a common body of knowledge and an area of specialized study. The Common Body of Knowledge (CBK) includes course work in six areas: (1) Environmental Analysis; (2) Management Information Systems and Financial Operations; (3) Management Operations; (4) Quantitative Analysis and Computer Science; (5) Organization Studies; and (6) Policy Formulation and Administrative Strategy. The Common Body course work (with the exception of Policy which is taken in the second half of the program) will be covered in the first half of the program. In the second half, students will have the opportunity to pursue specialized areas of business interests through a broad selection of advanced courses, electives and seminars.

The program is designed so that a student with little or no prior management background or a student with a good deal of management background in undergraduate studies will be challenged. Students with humanities, liberal arts, scientific and technical and social science background will take a standard set of courses. The MBA program is primarily designed for such students. The student with

prior business school or economics background will find through the proper exercise of the Equivalency credit procedure that he or she will be enabled to take extra electives in areas of personal choice. This means that this MBA degree recipient will graduate, in fact, with a significant additional speciality.

The program is also designed to be of interest to students who already hold relevant Master's degrees in fields other than management or business administration. In such cases, advanced standing transfer credit may be allowable that will reduce overall course requirements for the MBA. Persons holding advanced degrees such as LLB, JD, MSW, MEd, MS in applied engineering fields, MA in various social sciences should inquire about details for either the full or part time program. Most of these arrangements are special purpose and should be taken up directly with the Associate Dean, Graduate Division, School of Management.

General Requirements

The requirements for the MBA degree are fifty-four (54) credits, comprising eighteen semester subjects. Nine of these constitute the Common Body of Knowledge (CBK) requirement. The additional requirements include one required Policy course, one Policy elective, one behavioral (Organization Studies) elective and six free electives. In the elective program, each student may select a concentration option.

All MBA candidates are required to complete 18 courses unless they have been granted transfer credit for graduate work completed elsewhere. Students who have completed undergraduate academic work which is judged comparable to required courses in the Common Body of Knowledge may receive exemptions for these courses through an equivalency privilege. Such exemptions are granted on the basis of the evaluation and recommendation of the chairperson from the area of the desired equivalency. When exemptions are granted, the student may substitute other courses in his or her field of concentration or in some other areas of interest. The equivalency privilege provides an opportunity for qualified students to pursue course work in greater depth with the prescribed 18-course program requirement.

There are no formal requirements for MBA admissions other than an appropriate baccalaureate degree, but the student will benefit more from the graduate program of studies with prior preparation in economics and mathematics. Almost all MBA accredited institutions make similar preparation suggestions.

We operate in some areas of study on a "track" design. Students without background are advised to take course work in sections especially designed for them. We also have a mathematics elective for credit which can be taken before starting the quantitative analysis courses. The stronger the prior preparation in these two fields—economics and mathematics—the greater the possibility of gaining more from the total program.

Common Body of Knowledge Courses

The Common Body of Knowledge includes course work in the following areas:

1. *Environmental Analysis*: This area concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological, and cultural influences upon the organization, as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community,

pressure groups, etc.) affecting the organization, or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society. Through case analysis the student gains insight into the complicated interrelationships between the organization and its surrounding environment and learns skills useful in scanning and coping with that environment. Environmental analysis, by considering such topics as ideology and social contract, corporate power, corporate social responsibility, formulating corporate social policy, and social auditing, involves the student in designing managerial responses to deal with problems or issues posed by the social environment. In dealing with these problems and issues, both a societal and a managerial perspective is maintained. That is, society's needs, wants, and values are considered along with what should be the organizational and managerial responses. In this context, the student develops awareness of the problems encountered when making decisions under conditions of value conflicts, and learns about the role of the general manager as a linking pin between the organization and its environment. Students who have little or no previous course work in micro- and macro-economic analysis take Md 700, 701; all others take Md 701, 702.

Courses: Md 700—Economics and Social Choice (Fall)
Md 701—Problems of Administration in Changing Environments I (Fall or Spring)
Md 702—Problems of Administration in Changing Environments II (Spring)

2. *Management Information Systems and Financial Operations*: The new management technologies that have been developing during the past two decades have caused managers to look anew at the traditional functions of accounting and finance. In this sequence, particular emphasis will be placed upon the design and use of information systems for managerial decision-making and control. Also, attention will be given to the reporting of information for use by persons and institutions outside the enterprise. The controller and the information system's executive are emerging as those primarily concerned with the design and use of management information systems. Controllorship and systems design will be emphasized. At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. The focus will be on the use of accounting information in managerial decision-making. Against this background, the course will then consider the financial operations of the business as they relate to current, intermediate and long-term financing. Case materials will be used to simulate actual problem situations at various levels for different types of organizations.

Courses: Mf 703—Management Information, Accounting and Control (Fall)
Mf 704—Management Information and Finance (Spring)

3. *Management Operations*: The courses cover the concepts, processes, and managerial skills needed in producing and marketing goods and services in those

decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of that activity to see that it conforms to what was planned. Considerable attention is also given to what these functional areas contribute to overall organizational goal-setting, policy formulation and planning. Cases, projects, exercises, and readings dealing with problems in these functional fields provide the basis for analysis and recommendation. Students who have little or no previous college-level course work in mathematics, statistics or quantitative analysis should take Mc 707 before taking Mg 706.

Courses Mk 705—Management Operations—
Marketing (Fall or Spring)
Md 706—Production—Operations
Management (Fall or Spring)

4. **Quantitative Analysis and Computer Science:** In recent years there has been a growth in the use of both analytical methods and computer technology by management groups. In this sequence of courses, the student will begin with an introduction to the computer including computer programming and time-sharing and batch processing methods. Emphasis will be placed on the student's use of the computer as a problem-solving aid. In this context, the course will consider mathematical and statistical methods for the description and analysis of business problems. The latter part of the two-term sequence will be devoted to a consideration of the theory and use of operations research methods in relation to managerial decision-making.

Courses: Mc 707—Quantitative Analysis and
Computer Science I (Fall)
Mc 708—Quantitative Analysis and
Computer Science II (Spring)

5. **Organization Studies:** Effective business decision-making and implementation require coordinated action on the part of many individuals within an organization structure having both formal and informal overtones. The course is designed to develop understanding of (1) individual human behavior, (2) group interaction, (3) current leadership theories, and (4) organization theory. The student discovers the nature of the patterns of individual and group behavior from case descriptions, organizational exercises, group discussions, role-playing activities, self-perception exercises, and observation of group interaction. The study of individual and group behavior provides the basis for examining the modern organization as a total system.

Courses: Mb 709—Organization Studies
and a required elective (Fall or Spring)

6. **Policy Formulation and Administrative Strategy:** The policy courses deal with the overall general management of an organization. They stress the role of the manager as strategist and coordinator whose function it is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. Case analysis of organizations of different types, sizes, industries, and stages of development provide the basis for determining organization strategies and policies under conditions of uncer-

tainty and for developing the analytical, conceptual, decision making, and human skills appropriate to the role of the general manager. The student is given ample opportunity to review different managerial philosophies and styles, and the role that managerial values play in strategy formulation, and, in this context, he is asked to ponder what his own answer to the How-To-Manage question will be. The courses serve as an integrating experience for the MBA Program in that they draw heavily upon and use much of the knowledge and skills developed in the Common Body of Knowledge. Hence, the common body is a prerequisite for the policy courses.

Courses Md 710—Policy Formulation and
Administration and
a required Policy elective (Fall or Spring)

Prerequisite: Six core courses are required and it is strongly recommended that the entire core be completed. Confer with the Department Chairperson if you have not completed the core or CBK. Md 710 is a prerequisite for the required elective.

These required policy courses provide an integrative study of administrative processes under conditions of uncertainty. The courses are integrative in at least three respects: (1) they provide the customary integration of the functions from an organizational-wide, administrative point of view, (2) they have strategy formulation and implementation as their organizing focus, and (3) they present the latest knowledge in the policy field along with carefully selected cases so as to provide intensive, integrative drilling of conceptual developments and the needed administrative skills. The conceptual knowledge covers such topics as modes of strategy formulation, role of the general manager, strategy and structure, stages of corporate development, and design of formal strategic planning systems. The cases deal with policy-making in government, hospitals, universities and in small, multi-mission and multinational businesses. Of major concern throughout the course is the development of broad transferable skills such as problem identification, problem solving with emphasis on broad, complex, unstructured problems, learning to ask deliberative questions, and decision making. Case analysis is supplemented by role playing, learning cells, simulation exercises, in-baskets, special and group projects, library searches to up-date cases, and oral and written presentations.

Elective Offerings and Concentrations

Beyond the Common Body of Knowledge, the student will take one required behavioral (Organization Studies) elective, one required Policy elective, and six free electives of which three or four electives can be in a selected concentration area with the balance in other areas. Concentrations are offered in the following areas: Strategic Management: Environment and Policy, Management Information Systems, Marketing Management, Financial Management, Management and Computer Sciences, Organizational Studies and Operations Management. The concentrations may include approved courses from other areas of the MBA Program as well as approved courses offered by other colleges and schools of the University. An MBA student has the option throughout the program of concentrating or not concentrating electives. If he or she elects at any time not to concentrate electives, he or she is required to distribute the electives over at least three fields or areas. Any student who wishes to do so may offer for consideration a

"package" of logically interrelated subjects differing from any concentration specified. Such a set will be accepted in satisfaction of the concentration requirement on written approval of the assigned faculty member in a concentration area which most closely relates to the student prospectus.

A thesis written by the student and approved by the faculty may be elected by the student. Once selected, it becomes a degree requirement. This includes the thesis seminar for six credits.

Elective offerings include:

Strategic Management: Environment and Policy

- Md 602 Management Thought in Perspective
- Md 803 Management Decision Making
- Md 804 Management of Technology
- Md 805 Project Management
- Md 806 Planning Theory and Practice
- Md 807 Seminar in Advanced Topics in Administrative Sciences
- Md 808 New Business Formations
- Md 811 Management and Public Policy
- Md 815 Policy Issues in Public Utility Management
- Md 894 Internship in Public Management
- Md 895 Case Research Program
- Md 603 Comparative Management
- Md 607 Business Leadership in Urban Problems
- Md 610 Managing the Metropolis

Management Information Systems

- Ma 601 Cost and Profit Analysis
- Ma 603 Financial Accounting Theory and Practice I
- Ma 604 Financial Accounting Theory and Practice II
- Ma 605 Computer Based Accounting System
- Ma 801 Management Auditing
- Mi 802 Management Information Systems
- Mi 803 Analytical Approach to Systems Design
- Mi 804 Development and Implementation of Information Systems

Marketing

- Mk 801 Marketing Research
- Mk 802 Quantitative Marketing
- Mk 803 Product Planning and Strategy
- Mk 804 Consumer Behavior
- Mk 805 Marketing Cases
- Mk 806 Sales Management
- Mk 808 Marketing Communication and Promotional Strategy
- Mk 809 Strategy Problems in Mass Distribution

Finance

- Mf 801 Investment: The Valuation of Financial Instruments
- Mf 802 Portfolio Analysis
- Mf 805 Finance Seminar
- Mf 806 Corporate Financial Management
- Mf 815 Corporate Financial Management Policy
- Mf 818 Financial Intermediaries: Markets and Instruments
- Mf 821 Management of Financial Institutions
- Mf 824 Public Sector
- Mf 827 Tax Effects on Managerial Decisions
- Mf 830 International Financial Management

Computer Sciences

- Mc 600 Mathematics for Management
- Mc 606 Forecasting Techniques

- Mc 608 Cases in Management Science
- Mc 706 Statistical Decision Making

Organization Studies

- Mb 603 Human Consequences of Managerial Control Systems
- Mb 801 Communication and Behavior
- Mb 802 Seminar in Organizational Development
- Mb 803 Managerial Effectiveness
- Mb 804 Group Dynamics
- Mb 805 Seminar in Management Development
- Mb 806 Industrial Psychology
- Mb 807 Personnel Management

Operations Management

- Md 601 Industrial Relations-U.S. and International
- Md 608 Management of Health Care
- Md 664 Labor-Management Relations
- Md 804 Management of Technology
- Md 805 Project Management

Law

- Mj 801 Corporation Law
- Mj 625 Political and Legal Dimensions in International Organization
- Mj 631 African Business Environment
- Mj 803 Legal Concepts
- Mj 856 Real Estate Principles

International Management

- Mm 808 International Business

Research

- Mh 891 Thesis
- Mh 896 Directed Readings
- Mh 898 Directed Research

Some Features of the Program

All candidates contemplating admission to the MBA Program should be apprised of the characteristics of the program.

Program Options

The MBA Program is designed both for students who wish to pursue their program of studies on a full-time basis and for those who wish to study on a part-time basis. The program requirements and course offerings are the same for all students. Students may elect one of the following program options:

1. *Two-Year Program:* This option requires a full course load of four to five courses per semester for two full years.
2. *Three-Year Course:* This is an accelerated part-time program for persons who are able to take three courses per semester for three years.
3. *Four-Year Program:* This option involves two courses per semester for four years and two additional courses taken during the summer semester or as additional courses during the regular school year.

MBA candidates must complete all degree requirements within six years.

Joint JD-MBA Program

The School of Management and the Law School at Boston College have a joint JD-MBA Program. Students in the program are required to be independently admitted to both

schools. Credit for one-semester's courses in the MBA program is given toward the J.D. degree, and, similarly, credit for one-semester's courses in the Law School is given toward the MBA degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Students interested can obtain detailed information from the respective Associate Dean's office.

Institute for Public Service

The Institute for Public Service is an interdisciplinary, inter-faculty clearinghouse of the School of Management dedicated to promoting the graduate and professional study of persons who plan to pursue or continue in a career in public service. Its purpose is to provide supportive services to the graduate management community in order to integrate and strengthen resources which prepare its students for public service. Public service education is referred to as the preparation for management careers at all levels of government, as well as for such careers in not-for-profit community service agencies and quasi-government bodies. Some of the activities which the Institute undertakes include: an internship program, a career information service, curriculum development, and public management seminars. The Institute also provides back-up to the Public Management Option.

Class Scheduling Concept

As a general rule, classes in the Graduate Division are scheduled in the afternoon and evenings. Students in the first year of the two-year program take Common Body of Knowledge courses in the afternoons, usually beginning at 1:00 P.M. In the second year, courses are taken in the afternoons and evenings depending upon the electives chosen. Students in the three-year and four-year programs will take most or all of their courses in the evenings. (7:00 P.M.) The class schedule is designed, when possible, to allow a student to take a late afternoon (4:00 P.M.) and evening course on the same day. Where individual employment situations allow this, the late afternoon-evening sequence provides a practical solution to the "number of nights out" problem.

The afternoon and evening class schedule makes it possible for students to combine work experience and graduate education in business. Full-time students generally have their mornings available for part-time work (up to 3 or 4 hours per day). Conversely, persons who work full-time have their evenings available for classes and study. For planning purposes, a student should study on an average of six hours per week for each three-credit course. This workload figure is a general rule and, as such, does not take into account individual differences in capacity and study habits. It is the student's responsibility, therefore, to determine time priorities and to develop a reasonable balance between study and work schedules.

Special Study

In some instances, students may wish to pursue specific areas which are not included in the regular program of study. In the second half of the program, therefore, there are options available to meet this need:

1. *Thesis Option*: The thesis program provides an opportunity for the student to work independently on a specific problem of his or her choice: (a) selecting and defining the problem; (b) gathering, organizing, and evaluating the information; (c) interpreting the results and reaching sound conclusions; (d) preparing clear, logical written presentations; and (e)

defending his or her position in an oral examination. It is significant to point out that this research approach, wherein the student performs largely on his or her own initiative, closely parallels the kind of responsible assignment given to professional managers.

2. *Independent Study Project*: A student may propose to a faculty member an independent study project, the satisfactory completion of which will substitute for elective credits in the second level of the curriculum.

To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and Associate Dean of the Graduate Division.

3. *Research Teams*: On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors.
4. *Public Management Option*: A Public Management Option, concerned with providing an academic experience which concentrates on policymaking and management in public, not-for-profit, and quasi-governmental bodies, is available within the Administrative Sciences Department. Students interested in this option take the Common Body of Knowledge courses, a foundation course in public policy, and an internship if they have not had prior work experience in the public or not-for-profit sectors. Beyond these requirements, each student has an individualized academic program that can be interdisciplinary which, under faculty advisement, serves to extend the student's knowledge into chosen substantive applications. The substantive area, normally chosen during the foundation course, may consist of a specific policy field or may be a particular analytical technology.

Teaching Methods

The quality of an educational program is reflected not only in the soundness of its curriculum but also in the effectiveness of its teaching methods. In the MBA program, we do not identify one method of teaching as the most effective medium for graduate instruction. Course content and individual teaching styles are important factors which suggest the use of several different teaching methods. In this regard, we recognize the privilege and the deep responsibility of the individual professor to choose his or her own method of instruction: seminar, case method, simulation, lecture plus group discussion, work groups, or whatever combination of methods he or she considers most effective for his or her course.

Generally speaking, course work will involve considerable analysis and discussion of business problems. Student effort in courses will involve both substantial pre-class preparation and active participation in class discussions. At the graduate level, a student is capable of reading and understanding most of the text material without instructional guidance. Class time, therefore, is concerned with the application of the text material to specific business problems, rather than a review of textbook assignments. As a result, academic performance is measured not so much on memory-based examinations but on the student's demonstrated ability through businesslike reports, class discussion,

and oral presentations to apply his or her knowledge to the solution of business problems.

While individual business problems, cases and examples are used as a means of providing active student participation in the learning process, it is important to note that our objective is not to teach specific problem solutions, but rather to develop in the student a growing awareness of the broader principles of managerial problem-solving and decision-making. In this regard, the students should realize that he or she will seldom be confronted with the same problem that he or she has studied but will most assuredly be confronted with a continuing series of changing management problems and decisions. It behooves the student, therefore, to think of his or her preparation in terms of the development of a sound approach to problem-solving and decision-making as opposed to the learning of specific problem solutions.

Admission to the MBA Program

Qualifications

Admission to the MBA program is open to all qualified men and women who hold bachelors' degrees from accredited colleges and universities. No specific undergraduate major or series of courses is required for entrance. The program is well suited for persons who have completed undergraduate work in the humanities, social sciences, natural sciences, or broadly-based engineering and business administration programs. Good preparation in English, mathematics, history, economics and the social sciences is especially desirable.

The admissions decision is based on a combination of factors rather than on any one factor. Consideration is given to a candidate's:

1. Academic record;
2. Score on the Graduate Management Admission Test;
3. Potential for leadership in business as evidenced in part- or full-time work experience, military service or community or extracurricular activities;
4. Statements on the application form concerning reasons for pursuing a professional course of study in business;
5. Letter of Recommendation.

The Admissions Committee does not establish a required minimum undergraduate average for entrance into the program. However, preference is generally given to individuals with a "B" or comparable undergraduate average and a score of 525 or more on the Graduate Management Admission Test. Military service and business experience are also regarded as favorable by the Committee. The admission decision is based on an evaluation of the total application rather than upon the academic record alone.

International Students: In addition to the Admissions Requirements listed above, the Graduate School of Management requires all International Students for whom English is not their first language or who have not graduated from an American University, to take the Test of English as a Foreign Language (TOEFL). An official score report should be sent to the Graduate School of Management, Fulton 306. Applications for the TOEFL can be obtained from TOEFL, Box 899, Princeton, New Jersey 08340 USA.

Boston College is currently unable to offer financial assistance to International Students enrolled in the MBA program. However, a list of suggested financial resource areas may be obtained by writing to Boston College, International Student Advisor, McElroy Commons, Chestnut Hill, MA 02167 USA.

Admission Procedure

The application form packet may be obtained by writing or telephoning:

Director of Admissions
Graduate Division: School of Management
Fulton 306
Boston College
Chestnut Hill, Massachusetts 02167
Telephone (617) 969-0100, Ext. 3920

Because of the sequential nature of the course offerings, most students enter the MBA Program in September at the beginning of the Fall semester.

There may be some openings for part-time students in the spring semester. Applicants who would like to take advantage of this timing sequence should contact the Admissions office before completing application materials.

Instructions for the admissions procedure are included with the application materials. Please read and follow them carefully.

An application fee of twenty-five dollars should accompany the completed application forms.

Applicants may request an interview with a member of the staff of the School of Management. Personal interviews are not a required part of the admissions procedure and are viewed mainly as an opportunity for the applicant to become better acquainted with the program rather than as a screening device in the application process.

When all materials necessary for evaluating the application for admission are received, admissions decisions will be scheduled as follows:

On Applications Completed By:	Admission Decision Will Be Mailed No Later Than:
December 1	February 15 (For Fall Applicants)
February 15	April 1
April 1	May 30
May 1	June 30

If unusual circumstances warrant it, the Admissions Committee will accept late applications but prospective students are advised that the delay in application may significantly diminish the possibility of acceptance.

Graduate Management Admission Test

Applicants are required to take the Graduate Management Admission Test in Business. This is an aptitude test and not a test to determine the applicant's knowledge of the business administration curriculum.

The Admission Test is administered several times each year, usually in November, January, March, and July, at test centers throughout the United States. In the Metropolitan Boston Area, three local colleges have customarily provided facilities for the test.

It is the responsibility of the applicant to make arrangements for taking the test. Complete information and application forms may be obtained from the Office of The School of Management, Graduate Division, or from the Educational Testing Service, Box 966, Princeton, New Jersey 08540.

General Information

Degree Requirements

MBA candidates are advised of the following requirements and guidelines in relation to the operation of the program:

Boston College confers the degree of Master of Business Administration on candidates recommended by the Faculty of the School of Management and approved by the President and the Board of Trustees. Degree candidates are recommended on the basis of their academic performance and personal conduct in the program. All candidates must:

- Complete 54 credits of graduate-level work, unless Transfer Advanced Standing Credit is granted for appropriate graduate work completed at other universities (see below);
- Complete nine Common Body of Knowledge courses unless course substitutions are allowed under the Equivalency privilege (see below);
- Complete one course in Policy Formulation and Administration;
- Complete one required elective in the Policy area and one required elective in the behavioral (Organization Studies) area;
- Complete six free electives; three or four electives may be in a selected concentration area, and two or three electives in areas outside of the field of concentration. If the student elects not to concentrate in a specific area, he or she must spread the electives over three areas;
- Attain an overall average of 2.7 (B-);
- Complete all requirements for the degree within six years of initial registration.

Grading

In each graduate course in which he or she registers for graduate credit, a student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, W, F, or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is given for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C or less in five courses will be subject to academic review and may be required to withdraw from the Graduate Program. However, a student who receives three F's will be automatically dropped from degree candidacy.

Scholastic Average

For purposes of computing scholastic standing, numeric averages are assigned to letter grades as follows:

A: 4.0, A-: 3.7, B+: 3.3, B: 3.0, B-: 2.7, C: 2.0, F: 0 In order to graduate a student must attain an overall average of B- (2.7) or higher in course work.

Withdrawal from Course

No grade entry and no record of courses will appear in permanent records for students who withdraw from such courses within the first two weeks of class. After the first two weeks of class but before the last two weeks of class—grades of "W" will be recorded. Beginning with the last two weeks of class and during the examination period—a grade of failure will be recorded and will enter into the computations of the student's average unless the Associate Dean indicates another recording entry. This same condition applies to students who enroll and neglect to withdraw formally.

Course Completion

All required work in any course must be completed by the date set for the course examination. For adequate reasons, however, a deferment may be allowed at the discretion of the professor of the course. If such a deferment is granted, the professor will determine its length up to a maximum of four months from the end of the examination period. Deferments longer than four months may be granted only by the Associate Dean, who will in all cases consult the professor of the course. If a deferment is granted, the student will receive a temporary grade of I (Incomplete), which will be changed after the above-mentioned date to any of the above grades except W.

Course Load

The minimum course load for all students is two courses per semester. The maximum course load for a graduate student employed in a full-time position is three courses per semester. In some cases, arrangements may be made through the Associate Dean for adjustment of course loads to meet personal problems or situations.

Time Limit

All students are expected to complete all requirements for the MBA degree within six (6) years of the initial registration. Approved Leaves of Absence can be used to adjust this limit.

Equivalency Privilege

Any student who feels that he or she has substantial prior undergraduate academic background in the areas covered by the Common Body of Knowledge courses (with the exception of the Policy Area) may submit a petition to the department where the equivalency is desired requesting permission to substitute a course or courses for designated CBK courses. The Petitions Committee will review each petition and schedule necessary interviews or proficiency examinations in order to evaluate the student's prior experience in relation to the course or courses in question. The equivalency privilege, if granted, does not reduce the total 18 course requirement. It does provide the opportunity for the student to explore in greater depth areas of his interest by substitution of electives.

Transfer Credit (Advanced Standing Credit)

In certain instances, it is possible for a student to receive advanced standing for graduate work completed elsewhere. Such credit is available only for graduate-level courses completed after receipt of a bachelor's degree and only when the quality and comparability of the work meet with the approval of the Associate Dean's office. In the past few years, a number of persons with advanced degrees have been applying for admission. At the present time, our academic administrative policies permit grants of transfer credit for earned Masters and Doctoral degrees. In many instances we are able to grant as many as four courses of credit (12 hours) for work done in the Law, Social Work, Educational Administration or Environmental Engineering areas, to mention a few. The prior advanced degree is considered to provide a "concentration", so that the MBA will serve to give valuable management background via its Common Body of Knowledge courses and its remaining elective courses to the student. With such grants of Advanced Standing Credit, a student is usually required to complete fourteen (14) rather than eighteen (18) courses to qualify for the Master of Business Administration, MBA degree.

Student Leave of Absence and Reinstatement

If a student finds it necessary to interrupt his or her program of study, he or she should notify the Dean's office in writing, including reasons for the requested leave of absence and anticipated date of return. If the period of interruption exceeds one semester, the student must file for reinstatement upon returning to the program. A reinstatement decision will consider the student's prior academic performance, the length of his or her absence, current admissions policies and enrollment figures, and changes in the program or degree requirements that may have taken place during the period of absence.

Summer Session

The School of Management's Graduate Division provides a limited number of course offerings on an accelerated schedule during June and July. Students may take one or two courses during the summer session.

Clearance for Good Standing

Every student must be in good standing with the MBA Program and with the Treasurer's Office in order to be eligible

for enrollment in course work. Each registration, therefore, will be checked to ensure that the student meets the following conditions:

- Academic: Must be maintaining a satisfactory academic average;
- Administrative: Must be fulfilling prescribed administrative requirements;
- Financial: Must be in good standing with the Treasurer's Office.

Student Integrity

It is the purpose of the Boston College MBA Program to develop the whole person. Integrity and honesty in the performance of all assignments both in the classroom and outside are essential to this purpose. A student who submits work which is not his or her own violates the principle of high standards and jeopardizes his or her right to continue in the MBA Program.

Graduate School of Social Work

In keeping with Jesuit tradition of four centuries of educating students in the service of humanity, Boston College established a Graduate School of Social Work in March, 1936. The program may be undertaken on either a full time (two academic years) or part time (usually three years) basis. All degree requirements are to be fulfilled within a period of six years, at least one of which must be a year of residence. The Master's program is accredited by the Council on Social Work Education.

Professional Program

The professional program at the Boston College Graduate School of Social Work, in addition to providing foundation courses for all students, affords each the opportunity to specialize in one of the social work practice concentrations offered by the School: social casework, community organization/social planning, and social work research. A concurrent practicum is also a part of each program.

Human Behavior and the Social Environment— Social Welfare Policy and Services

Courses in the Human Behavior and Social Environment sequence are designed to give the student a knowledge of the physical, psychological, and environmental forces that affect human development. Course offerings are:

- Sw 721 Human Behavior and the Social Environment
- Sw 722 Psycho-Social Pathology
- Sw 723-4 Ego Psychology

- Sw 727 Substance Abuse: Alcohol and Other Drugs
- Sw 821 Small Group Theory
- Sw 825 Crisis, Loss and Grief (not offered 1979-80)
- Sw 828 Organizational Behavior
- Sw 830 Psycho-Social Issues in Health and Medical Care
- Sw 831 Aging: Theories, Issues and Therapeutic Strategies
- Sw 832 Comparative Personality Theories
- Sw 839 HBSE Independent Study

Courses in the Social Welfare Policy and Services sequence are designed to give the student a knowledge of the various social welfare problems and issues that affect individuals in today's world. Course offerings are:

- Sw 701 The Social Welfare System
- Sw 702 Social Policy Analysis
- Sw 703 The Social Welfare System (Adv.)
- Sw 704 Social Policy Analysis (Adv.)
- Sw 801 Racism: Dynamics of Social Process
- Sw 803 Structure and Function in Administration
- Sw 804 Administrative Process and Processes
- Sw 805 Issues in Family and Children's Services
- Sw 808 Legal Aspects of Social Work
- Sw 813 Comparative Social Policy Study Tours
- Sw 814 International Human Services Delivery Systems
- Sw 816 Supervision

The School also offers several courses in other University programs which are not applicable to the Master's degree in Social Work. These include:

- Sw 600 Introduction to Social Work (College of Arts and Sciences)
- Sw 601 Relationships and Communication in Human Services (Arts and Sciences)
- Sw 602 Community Change Process (Arts and Sciences)
- Sw 378 Introduction to Social Work (Evening College)
- Sw 770 The Clinical Interview (Summer Session)

Casework

Casework is an orderly process of working with individuals and families to help them in dealing with personal, interpersonal and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his/her difficulties; and the purposeful use of a variety of interventive skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning.

The casework curriculum is arranged so that the student acquires a foundation in the generic aspects of social casework and is afforded an opportunity to expand his/her knowledge and skill through the selection of electives that are related to specific aspects of practice e.g. work with children, adults, families and groups.

The course offerings are:

- Sw 761 Fundamentals of Practice
- Sw 762 Basic Skills in Therapeutic Intervention
- Sw 763 Communication Theory for Community Organization Practice
- Sw 861 Differential Assessment and Intervention
- Sw 862 Advanced Clinical Practice
- Sw 864 Group Therapy
- Sw 865 Family Therapy
- Sw 867 Casework Treatment of Children and Adolescents
- Sw 868 Integrative Seminar in Social Casework
- Sw 870 Social Casework Independent Study

Community Organization/Social Planning

Community Organization/Social Planning is a method of social work practice designed to assist citizens, groups, and/or organizations to solve the pressing social ills of a neighborhood, community or region. Community organization is viewed as a method for bringing together and involving citizens in solving social problems, and enabling them to implement welfare programs or community goals. Social Planning is viewed as a purposeful activity for identifying, designing and implementing programs to effect social change. Course offerings are:

- Sw 781 Introduction to Community Organization Practice
- Sw 782 Community Organization Method
- Sw 786 Community Organization and Casework Practice
- Sw 788 Principles of Planning
- Sw 790 Social Work in Industry

- Sw 881 Planning Theory
- Sw 882 Advanced Seminar in Community Organization/Social Workshop
- Sw 886 Social Planning Workshop
- Sw 887 Change and Development of the Urban System: Urban Developmental Planning I
- Sw 888 Suburbia: Developmental Planning II
- Sw 889 Organizing for Women's Services
- Sw 895 Planning for Human Services
- Sw 896 Environmental Planning
- Sw 897 Planning for Mental Health Services
- Sw 898 Planning for Services Integration
- Sw 900 CO/SP Independent Study

Social Work Research

Research is viewed as an action oriented method of social work intervention to build knowledge to improve social work and social welfare services in the urban community. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of "at risk" groups living in urban communities; and (2) are able to design and implement research efforts relevant to social work practice with these groups.

The course offerings are:

- Sw 741 Introduction to Research Methods
- Sw 742 Introduction to Statistical Analysis
- Sw 745 Readings in Research: History and Issues
- Sw 840 Intermediate Statistics
- Sw 841-842 Research Seminar and Practicum
- Sw 843 Social Work Research and Theory Building
- Sw 844 Evaluative Research for Action
- Sw 845-846 Advanced Research Design
- Sw 848 Women and Research: Science vs. Sexism

Information

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin which may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, Chestnut Hill, Massachusetts 02167.

The school is in the process of developing additional courses that will be open to undergraduates who may obtain further information from the Director of Admissions, Ext. 4024.

Law School

The Trustees of Boston College, with the active support and cooperation of the bench and bar in Massachusetts, established the Boston College Law School in 1929. Formal instruction was begun on September 26, 1929, and the first class was graduated on June 15, 1932. In September 1975, Boston College Law School moved to the Newton campus which has larger and more extensive facilities.

Pre-Legal Studies

Boston College desires that its students come to the study of law with the broadest possible understanding of the divergent forces which affect society and give it quality and direction. The School recognizes that the foundation for such understanding—so vital to the effective modern lawyer—normally is gained during the four-year college program. Because the field of law spans the entire social, economic and political processes of our society, there is no collegiate program that cannot serve as an appropriate vehicle for pre-legal training.

Admission Requirements

Boston College is an academic community whose doors are open to men and women of all races, colors, handicaps, and national origins.

An applicant for admission to the Boston College Law School as a candidate for the degree of Juris Doctor must possess a Bachelor's degree from an accredited college or university and have taken the LSAT.

Admission Procedure

Application must be made upon the official form; and, as noted therein:

- 1) Official transcripts of all collegiate, graduate and professional study must be sent directly to the Law School Data Assembly Service.
- 2) The recommendation form issued by the Law School or a letter of recommendation, if preferred, must be sent directly to the Committee on Admissions by the person making the recommendation.
- 3) The Educational Testing Service must be directed to report the applicant's Law School Admission Test score to the Boston College Law School.
- 4) As soon as a decision is made by the Committee on Admissions, the applicant will be advised by mail. Application fee is not refundable.
- 5) Acceptance Deposit: To hold a place in the class the applicant must send a deposit of \$150 to the Boston College Law School within the time limit specified in the letter of acceptance. The deposit will be credited toward tuition for the last semester, only \$50 of which is refundable if notice of withdrawal is given by August 1.
- 6) Applications must be filed no later than March 1.

Registration for Bar Examination

Many states require a student, prior to or shortly after beginning the study of the law, to register with the board of bar examiners of the state in which he or she intends to practice. Each student should ascertain by writing to the secretary of the board of bar examiners of the state in which he or she plans to practice whether that state has this requirement.

Auditors

A limited number of applicants, usually members of the bar, who do not wish to study for a degree, but who desire to enroll in specific courses, may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing.

Advanced Standing

An applicant qualified for admission who satisfactorily completed part of the law course in another approved law school may be admitted to upper classes with advanced standing. Normally, four complete semesters will be required in residence at Boston College immediately preceding the award of a degree.

Aid Programs

Awards are made on a need basis. Other than Presidential Loan Funds and a limited number of tuition remission awards, all financial aid programs are administered by the University's Office of Financial Aid. Applicants wishing to be considered for federal and other aid programs may obtain the necessary applications and financial statements by writing to the Office of Financial Aid, Lyons Hall, Boston College, Chestnut Hill, Ma. 02167.

Joint J.D.-M.B.A. Program

The School of Management and the Law School at Boston College have a joint J.D.-M.B.A. program. Students in the program are required to be independently admitted to both schools. Credit for one semester's courses in the M.B.A. program is given toward the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given toward the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Students interested can obtain detailed information from the Associate Dean of the Law School.

Information

For a more detailed description of course offerings, the applicant should consult the Boston College Law School Bulletin which may be obtained by writing to the Director of Admissions, Boston College Law School, 885 Centre Street, Newton, Ma. 02159.

Summer Session

With its wide range of accredited courses and special programs, the Boston College Summer Session answers the educational needs of a broad spectrum of students at every level—those already in degree programs, at Boston College and at other institutions, but also academic and business professionals seeking to expand their capacity to meet the challenges in their specialized fields.

The convenient suburban setting and extensive facilities for housing and recreation place the Summer Session in a unique position to provide the student with an ideal environment for summer study. Although the student body is highly diversified, all intermingle successfully, enjoying a relaxed and enthusiastic faculty, smaller classes, and the summertime beauty of the campus.

The summer program takes place within one intensive six-week period beginning in the latter part of June in which credits earned per course are equivalent to one semester of the regular academic year.

Although most of the courses are scheduled for the full six weeks, there are two sections of intensive three-week courses for full credit and several institutes and workshops with short-term schedules.

Admission

Under a policy of "Open Admissions", the Summer Session welcomes all students, and no academic records need be submitted. However, because formal application is not required, students should not confuse registration in the Summer Session with admission to regular University standing, either in graduate or undergraduate programs.

As in the case with the rest of the University, Boston

College Summer Session is coeducational and admits students of any race, creed, color, handicap, and national or ethnic origin.

Undergraduate Students

Students without previous college experience should be high school graduates or the equivalent.

Boston College undergraduate students who desire credits transferred to their degree programs should obtain permission from their own deans before registering in the Summer Session.

It is the responsibility of visiting undergraduate degree students to obtain approval of their "home" institutions before registering in order to be sure the courses they have selected will be accepted for transfer credit.

Secondary school students who have completed eleventh grade with outstanding academic records are welcome to enroll in low-level undergraduate courses if they submit a written recommendation from their school principals when registering.

Graduate Students

Visiting graduate students should possess the Bachelor's degree and are welcome to register for summer courses provided they observe any applicable course restrictions where they appear.

Boston College graduate students in degree programs should consult with their advisors before registering to make sure their summer course selections are consistent with their degree requirements.

Information

For information about the courses and special programs offered during the Summer Session, request a Summer Session Catalog from the Summer Session Office, McGuinn 437, Boston College, Chestnut Hill, Massachusetts 02167.

Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is an interdisciplinary research institute of Boston College for graduate education in the geosciences, and a center for research in the field of energy and environmental sciences. Research and education activities are directed primarily to seismology, geomagnetism and regional geology.

Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network (WWSSN) inaugurated in 1961 by the U.S. Coast and Geodetic Survey. The Observatory also operates a forty station regional seismic network under government contracts with Boston College. This network, constitutes the New England sector of a larger Northeast Seismic network extending as far south as Maryland and northward to the Canadian Border.

A geomagnetic research facility, established at the Observatory in 1958, is instrumented for absolute magnetic ob-

servations, the continuous recording of variations in the components of the earth's magnetic field and a magnetic field cancelling coil system for experiments requiring reduction of the ambient magnetic field. In cooperation with the Air Force Geophysics Laboratory (AFGL), Hanscom, AFB, the Observatory instrumented and maintains a network of seven remote geomagnetic stations. Five of these are located in northern United States, Massachusetts, Michigan, Wisconsin, South Dakota and Washington, two are in southern United States, California and Florida.

Regional Geologic Studies are chiefly concerned with the Northern Appalachian Mountains of the United States and Maritime Canada. A major activity of these studies includes exploration of the Pennsylvanian coal-bearing strata of the Narragansett Basin in southeastern Massachusetts and Rhode Island. The members of the Boston College Energy Research Center, drawn from various University departments are engaged in research not only on coal, but also on solar energy and a variety of seismo-tectonic research projects related to nuclear power plant siting.

The Observatory library houses some 17,000 volumes on the geosciences, energy and germane subjects, reference works and extensive map and chart holdings.

Tours of Weston Observatory may be arranged for various groups by writing to or telephoning (617) 899-0950 Weston Observatory-Boston College, Weston, Massachusetts 02193.

Administration and Faculty



The University

The Corporate Title of Boston College is:

TRUSTEES OF BOSTON COLLEGE

The Board of Trustees

James P. O'Neill, Chairman
Joseph F. Cotter, Vice Chairman
Thomas J. Gibbons, Secretary

Joseph F. Abely, Jr.
William L. Brown
John M. Cataldo
James F. Cleary
William F. Connell
Joseph F. Cotter
George L. Drury, S.J.
Joseph R. Fahey, S.J.
Stephen E. Fix
Thomas J. Flatley

Diane J. Forte
Thomas J. Galligan, Jr.
Thomas J. Gibbons, S.J.
Patricia A. Goler
Anne P. Jones
Edward M. Kennedy
Mary M. Lai
John Lowell
Joseph F. MacDonnell, S.J.
Joseph E. McCormick, S.J.

John G. McElwee
John J. McMullen
Robert A. Mitchell, S.J.
J. Donald Monan, S.J.
Joseph A. O'Hare, S.J.
Robert J. O'Keefe
James P. O'Neill
Thomas P. O'Neill, Jr.
Cornelius W. Owens
John W. Padberg, S.J.

Daniel J. Shine, S.J.
Helen M. Stanton
Robert J. Starratt, S.J.
Sandra J. Thomson
Thomas J. Vanderslice
Michael P. Walsh, S.J.
An Wang

The Officers of the University

Rev. J. Donald Monan, S.J., Ph.D.
President

Frank. B. Campanella, D.B.A.
Executive Vice President

Rev. Joseph A. Panuska, S.J., Ph.D.
Academic Vice-President and Dean of Faculties

Kevin P. Duffy, Ph.D. (Cand.)
Vice President for Student Affairs

Margaret A. Dwyer, M.Ed.
Vice President and Assistant to the President

Rev. Paul A. FitzGerald, S.J., Ph.D.
Secretary of the University

Rev. Thomas Fleming, S.J., A.M., S.T.L.
Treasurer and Vice President

James P. McIntyre, D.Ed.
Vice President for University Relations

John R. Smith, B.S., M.B.A., C.P.A.
Financial Vice President

Chief Academic Officers

Mary A. Dineen, Ed.D.
Dean, The School of Nursing

Rev. George R. Fuir, S.J., A.M., S.T.L.
Dean, The Summer Session, Associate Dean, the Graduate School of Arts and Sciences

Mary D. Griffin, Ph.D.
Acting Dean, The School of Education

June G. Hopps, Ph.D.
Dean, The Graduate School of Social Work

Richard G. Huber, LL.M.
Dean, The Law School

John J. Maguire, Ph.D.
Dean of Admissions, Records, and Financial Aid

John J. Neuhauser, Ph.D.
Dean, The School of Management

Thomas F. O'Connell, M.L.S.
University Librarian

Rev. Thomas P. O'Malley, S.J., D. Litt.
Dean, The College of Arts and Sciences

Donald J. White, Ph.D.
Dean, The Graduate School of Arts and Sciences, Associate Dean of Faculties

Rev. James A. Woods, S.J., Ed.D.
Dean, The Evening College of Arts, Sciences and Business Administration

Assistant and Associate Deans

Justin C. Cronin, M.B.A.
Associate Dean, The Undergraduate School of Management

John M. Flackett, LL.M.
Associate Dean, The Law School

John L. Harrison, Ph.D.
Associate Dean, The College of Arts and Sciences

Katharine Hastings, A.M.
Assistant to Academic Vice-President and Dean of Faculties

Marie McHugh, Ph.D.
Assistant Dean, The College of Arts and Sciences

Henry J. McMahon, A.M.
Associate Dean, The College of Arts and Sciences

Russell G. Murphy, J.D.
Assistant Dean, The Law School

Rev. Paul A. Nash, S.J., A.M., Th.M.
Assistant to Academic Vice-President and Dean of Faculties

Edward B. Smith, Ph.D.
Associate Dean, The School of Education

William R. Torbert, Ph.D.
Associate Dean, The School of Management

FACULTY

Dwight S. Adams, Associate Professor of Social Work
A.B., University of Michigan; M.S.W., University of Michigan Graduate School of Social Work; Ph.D., The Florence Heller School for Advanced Studies in Social Welfare, Brandeis University

Frederick J. Adelman, S.J., Professor of Philosophy
A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Saint Louis University

Irina Agushi, Associate Professor of Slavic and Eastern Languages
A.B., University of Melbourne; A.M., Indiana University; Ph.D., Harvard University

Frederick L. Ahearn, Jr., Associate Professor of Social Work
A.B., Sacred Heart Seminary; M.S.W., Catholic University of America; Ph.D., Columbia University School of Social Work

Peter W. Airasian, Professor of Education
A.B., Harvard University; A.M., Ph.D., University of Chicago

Benedict S. Alper, Visiting Professor of Criminology
A.B., Harvard University

James E. Anderson, Professor of Economics
A.B., Oberlin College; Ph.D., University of Wisconsin

Michael H. Anello, Professor of Education
B.S., Seton Hall University; A.M., Ph.D., Cornell University

Joseph A. Appleyard, S.J., Associate Professor of English
A.B., Boston College; Ph.D., Harvard University

George A. Aragon, Associate Professor of Management (Finance)
A.B., University of California at Los Angeles; D.B.A., Harvard University

Norman Araujo, Associate Professor of Romance Languages and Literature
A.B., A.M., Ph.D., Harvard University

Hugh J. Ault, Professor of Law
A.B., Harvard University; LL.B., Harvard Law School

Maria L. Bade, Associate Professor of Biology
B.S., M.S., University of Nebraska; Ph.D., Yale University Medical School

Daniel J. Baer, Associate Professor of Psychology
A.B., LaSalle College; A.M., Ph.D., Fordham University

Pradip M. Bakshi, Research Professor of Physics
B.S., University of Bombay; A.M., Ph.D., Harvard University

R. Balachandra, Visiting Assistant Professor of Management (Administrative Sciences)
B.E., Madras University; M.E., Indian Institute of Science, Bangalore; A.M., Ph.D., Columbia University

Paul T. Banks, Assistant Professor of Mathematics
A.B., A.M., Boston College

Ali Banuazizi, Associate Professor of Psychology
B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Charles H. Baron, Professor of Law
A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University

Jean M. Bartunek, R.S.C.J., Assistant Professor of Management (Organization Studies)
A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago Circle

Ann Baum, Visiting Assistant Professor of Law
A.B., University of Michigan; J.D., New York University Law School

Christopher F. Baum, Assistant Professor of Economics
A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Robert L. Becker, Associate Professor of Physics
B.S., Missouri Schools of Mines; M.S., Ph.D., University of Wisconsin

David A. Belsley, Professor of Economics
A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Marcia Beneville, Assistant Professor of Education
A.B., Tufts University; M.S., Syracuse University; Ph.D., Syracuse University

William Beneville, Lecturer of Education
A.B., Colgate University; M.S., Ph.D. (Cand.) Syracuse University

O. Francis Bennett, Associate Professor of Chemistry
B.S., Bridgewater State College; M.S., Boston College; Ph.D., Pennsylvania State University

Billie Louise Bentzen, Lecturer of Education
A.B., Ohio Wesleyan University; A.M., Boston College

Pamela Berger, Assistant Professor of Fine Arts
A.B., A.M., Cornell University; Ph.D., New York University

Norman H. Berkowitz, Associate Professor of Psychology
A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

Arthur L. Berney, Professor of Law
A.B., University of Virginia; LL.B., University of Virginia Law School

Robert C. Berry, Professor of Law
A.B., University of Missouri; LL.B., Harvard Law School

Stanley J. Bezuska, S.J., Professor of Mathematics; Director of Mathematics Institute
A.B., A.M., M.S., Boston College; S.T.L., Weston College; Ph.D., Brown University

Raymond G. Biggar, Assistant Professor of English
A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

E. Joseph Billo, Jr., Associate Professor of Chemistry
B.S., M.S., Ph.D., McMaster University

Gerald G. Bilodeau, Professor of Mathematics
A.B., University of Maine; A.M., Ph.D., Harvard University

Henry A. Blackwell, Assistant Professor of English
A.B., Morgan State College; M.A., Ph.D., University of Chicago

Thomas J. Blakeley, Professor of Philosophy
A.B., Sacred Heart Seminary; Ph.D., University of Fribourg

Oliva Blanchette, Professor of Philosophy
A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Robert Bloom, Assistant Professor of Law, Director of Urban Legal Laboratory
B.S., Northeastern University; J.D., Boston College

Barry A. Bluestone, Associate Professor of Economics
A.B., A.M., Ph.D., University of Michigan

Heinz Bluhm, Senior Lecturer of Germanic Studies
A.B., Northwestern College; A.M., Ph.D., University of Wisconsin; A.M., (Hon.), Yale University

John Boardman, Instructor of Fine Arts
B.S., Tufts University

Rosemarie Bodenheimer, Assistant Professor of English
A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Richard S. Bolan, Professor; Chairman, Community Organization and Social Planning
B.E., Yale University; M.C.P., Massachusetts Institute of Technology; Ph.D., New York University

Emanuel G. Bombolakis, Associate Professor of Geology and Geophysics
B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

Robert J. Bond, Associate Professor of Mathematics
A.B., Boston College; Ph.D., Brown University

Joseph Bornstein, Professor of Chemistry
B.S., Boston College; Ph.D., Massachusetts Institute of Technology

James L. Bowditch, Associate Professor of Management (Organization Studies);
A.B., Yale University; A.M., Western Michigan University; Ph.D., Purdue University

Dolores A. Bower, Instructor of Nursing
B.S., University of Rhode Island; M.S., Boston University

Mary Boys, S.N.J.M., Assistant Professor of Theology
A.B., Fort Wright College; M.A., Columbia University; Ed.D., Columbia University

Benjamin Braude, Assistant Professor of History
A.B., A.M., Ph.D., Harvard University

Gary P. Brazier, Associate Professor of Political Science
B.S., Southern Illinois University; Ph.D., University of Minnesota

Paul Breines, Associate Professor of History
A.B., A.M., Ph.D., University of Wisconsin

Benno M. Brenninkmeyer, S.J., Associate Professor of Geology and Geophysics
A.B., Boston College; Ph.D., University of Southern California

Denise Brett, Assistant Professor of Nursing
B.S., Niagara University; M.S., Boston University

Eugene Bronstein, Visiting Lecturer of Management (Marketing)
A.B., Dartmouth College; M.B.A., Harvard University

Edward M. Brooks, Professor of Geology and Geophysics
A.B., Harvard University; M.S., D.Sc., Massachusetts Institute of Technology

George D. Brown, Jr., Associate Professor of Geology and Geophysics; Chairman of the Department
B.S., Saint Joseph's College; M.S., University of Illinois; Ph.D., Indiana University

George D. Brown, Professor of Law
A.B., Harvard University; LL.B., Harvard Law School

Lynda Brown, Assistant Professor of Nursing
B.S.N., University of Mississippi; M.S., Ed.D., Boston University

Robert M. Brown, Instructor of Management
A.B., Franklin & Marshall College; M.B.A., Northeastern University; Ph.D. (Cand.), Univ. of Wisconsin

Christopher J. Bruell, Associate Professor of Political Science
A.B., Cornell University; A.M., Ph.D., University of Chicago

Gert Bruhn, Assistant Professor of Germanic Studies
A.B., University of British Columbia; A.M., Ph.D., Princeton University

Severyn T. Bruyn, Professor of Sociology
A.B., A.M., Ph.D., University of Illinois

Lillian Buckley, Associate Professor of Education
B.S., Framingham State College; Ed.M., Ed.D., Boston University

Andrew Buni, Professor of History, Chairman of the Department
A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

Ann Burgess, Professor of Nursing
B.S., Boston University; M.S., University of Maryland; D.N.Sc., Boston University

Edmund M. Burke, Professor of Social Work
A.B., Champlain College; M.S.W., Boston College; Ph.D., University of Pittsburgh

Ann Burns, Assistant Professor of Social Work
B.S., St. Louis University; M.S.W., Howard University

Eugene W. Bushala, Associate Professor of Classical Studies,
A.B., Wayne State University; A.M., Ph.D., Ohio State University

Sherrill Butterfield, Assistant Professor of Education
B.S., Fitchburg State College; M.S., Boston College; Ph.D., University of Pittsburgh

Patrick Byrne, Assistant Professor of Philosophy
B.S., A.M., Boston College; Ph.D., New York State University

Lisa Sowle Cahill, Assistant Professor of Theology
A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

Edward R. Callahan, S.J., Assistant Professor of Theology
A.B., A.M., Boston College; S.T.L., Weston College; S.T.D., Gregorian University

Mary E. Calnan, Associate Professor of Nursing
B.S., Rivier College; M.Ed., Boston University

Donnah Canavan-Gumpert, Associate Professor of Psychology
A.B., Emmanuel College; Ph.D., Columbia University

Victor A. Capoccia, Assistant Professor of Social Work
A.B., M.S.W., Boston College; M.A., University of Iowa; Ph.D., Brandeis University

Salvatore Cappalletti, Assistant Professor of Romance Languages
A.B., Providence College; A.M., University of Wisconsin; Ph.D., Brown University

Donald Carleton, Lecturer of Management
A.B., Brown University; M.B.A., Harvard University

Donald S. Carlisle, Associate Professor of Political Science
A.B., Brown University; Ph.D., Harvard University

Gerald T. Carney, Assistant Professor of Theology
A.B., Cathedral College; A.M., Ph.D. (Cand.), Fordham University

Robert L. Carovillano, Professor of Physics, Chairman of the Department
A.B., Rutgers University; Ph.D., Indiana University

David F. Carroll, S.J., Assistant Professor of Theology
A.B., College of the Holy Cross; A.M., Boston College; S.T.L., Weston College

Rose Ring Carroll, Associate Professor of Mathematics; Chairwoman of the Department
A.B., Emmanuel College; A.M., Boston College; Ph.D., Brown University

Diane Carser, Assistant Professor of Nursing
B.S., M.S., Boston University

M. Beth Casey, Assistant Professor of Education
A.B., University of Michigan; A.M., Ph.D., Brown University

Joseph H. Casey, S.J., Assistant Professor of Philosophy
A.B., A.M., Boston College; A.M., Fordham University; S.T.L., Weston College; Ph.D., Gregorian University

Leonard R. Casper, Professor of English
A.B., A.M., Ph.D., University of Wisconsin

Robert Castagnola, Associate Professor of Social Work
B.S.S.S., Boston College; M.S.W., Boston College School of Social Work

Joseph R. Cautela, Professor of Psychology
A.B., Boston College; A.M., Ph.D., Boston University

Joseph H. Chen, Professor of Physics
B.S., Saint Procopius College; Ph.D., University of Notre Dame

Pei Chen, Assistant Professor of Social Work
A.B., Hong Kong University; M.S.W., Washington University;
M.P.A., D.S.W., University of Southern California

Robert J. Cheney, S.J., Assistant Professor of Economics
A.B., A.M., Saint Louis University; S.T.L., Weston College; Ph.D., Georgetown University

Edward F. Chiburis, Associate Professor of Geology and Geophysics. Assistant Director of Weston Observatory.
B.S., M.S., Texas A.&M.; Ph.D., Oregon State

Gail Y. Chu, Assistant Professor of Management
B.S., University of Pennsylvania; M.B.A., University of California; Ph.D., University of Washington

John H. Ciccolo, Jr., Assistant Professor of Economics
A.B., University of Maryland; A.M., Ph.D., Yale University

Sarah Cimino, Associate Professor of Nursing
B.S., California State College, L.A.; M.S., Boston College

Michael Clarke, Assistant Professor of Chemistry
A.B., Catholic University; M.S., Ph.D., Stanford University

Richard Cobb-Stevens, Associate Professor of Philosophy
A.B., A.M., Boston College; Ph.D., Sorbonne

Evan R. Collins, Professor of Education
A.B., Dartmouth College; Ed.M., Ed.D., Harvard University; Sc.D., Union University; L.L.D., Lehigh University; Doctor, University of Strasburg

Geraldine L. Conner, Associate Professor of Social Work; Chairwoman of Research
A.B., University of Michigan; M.S.S.W., University of Nebraska School of Social Work; D.S.W., George Warren Brown School of Social Work, Washington University

Michael J. Connolly, Associate Professor of Slavic and Eastern Languages; Chairman of the Department
A.B., Boston College; Ph.D., Harvard University

Louis Corsini, Associate Professor of Management (Accounting)
B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., Massachusetts

Katharine C. Cotter, Professor of Education
B.S., Hyannis State Teachers College; M.Ed., Ph.D., Fordham University

Kenneth M. Craig, Instructor of Fine Arts
A.B., A.M., Ohio State University; Ph.D. (Cand.), Bryn Mawr College

James J. Cremins, Assistant Professor of Education
A.B., A.M., Ph.D., University of Connecticut

Joseph T. Criscenti, Associate Professor of History
Ph.B., University of Detroit; A.M., Ph.D., Harvard University

Carlos A. Curley, Assistant Professor of Mathematics
A.B., Boston College; M.S., Ph.D., Northeastern University

John S. Dacey, Professor of Education
A.B., Harpur College; M.Ed., Ph.D., Cornell University

Adele M. Dalsimer, Associate Professor of English
A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

Elizabeth A. Daly, Assistant Professor of Nursing
B.S.N., M.S.N., Boston College

Mary F. Daly, Associate Professor of Theology
A.B., College of St. Rose in Albany; A.M., Catholic University; S.T.L., S.T.D., Ph.D., University of Fribourg

Robert Daly, S.J., Associate Professor of Theology; Chairman of the Department
A.B., A.M., Boston College; A.M., Catholic University; Ph.D., University of Wurzburg

William M. Daly, Professor of History
A.B., A.M., Boston College; Ph.D., Brown University

André Lucien Danière, Associate Professor of Economics
Baccalaureate, Lyons; M.S., University of Massachusetts; Ph.D., Harvard University

Paul Davidovits, Professor of Chemistry
B.S., M.S., Ph.D., Columbia University

Andre J. de Bethune, Professor of Chemistry
B.S., St. Peter's College; Ph.D., Columbia University

Mary P. Degagne, Instructor of Nursing
B.S.N., Georgetown University; M.S., Boston University

William A. DeMalia, Assistant Professor of Management (Accounting)
B.S.B.A., M.B.A., Boston College; C.P.A. Massachusetts

Katherine S. Detharage, Assistant Professor of Nursing
B.S.N., Spalding College; M.S.M., University of Kentucky

John F. Devane, S.J., Assistant Professor of Geology and Geophysics
A.B., A.M., Boston College; M.S., Fordham University; Ph.D., Penn State University

Paul Devlin, Professor of Management (Accounting)
A.B., Boston College; M.B.A., Harvard University; C.P.A., Massachusetts

Baldassare Di Bartolo, Professor of Physics
Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

John Diffenbach, Assistant Professor of Management (Administrative Sciences)
B.S., Pennsylvania State University; M.B.A., University of California at Berkeley; D.B.A., Harvard University

Philip DiMattia, Adjunct Lecturer of Education
B.S., M.Ed., Boston College

Stanley J. Dmohowski, Assistant Professor of Management (Accounting)
B.S.B.A., Boston College; M.B.A., New York University; C.P.A., Massachusetts

Paul C. Doherty, Associate Professor of English
A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Donald T. Donley, Professor of Education
B.S., State University of New York at Buffalo; D.Ed., Syracuse University

John D. Donovan, Professor of Sociology
A.B., A.M., Boston College; Ph.D., Harvard University

Peter A. Donovan, Professor of Law
A.B., Boston College; LL.B., Boston College Law School; LL.M., Georgetown University; S.J.D., Harvard Law School

Mary Ellen Doona, Associate Professor of Nursing
B.S., M.S., Boston College; Ed.D., Boston University

Joseph Duffy, S.J., Assistant Professor of Education
A.B., A.M., Boston College; S.T.L., Weston College; M.S.Ed., Ph.D., Fordham University

P. Albert Duhamel, Philomatheia Professor of English
A.B., College of the Holy Cross; A.M., Boston College; Ph.D., University of Wisconsin

Vincent F. Dunfey, Assistant Professor of Economics
A.B., A.M., Boston College

Darla Dunlop, Assistant Professor of Nursing
B.S., Northeastern University; M.S., Boston University

Joyce Dwyer, Associate Professor of Nursing
B.S., M.S., Boston College; M.P.H., Harvard University

Randolph Easton, Assistant Professor of Psychology
B.S., University of Washington; A.M., Ph.D., University of New Hampshire

Robert H. Eather, Research Professor of Physics
B.Sc., Newcastle, University College of the University of South Wales; Ph.D., University of South Wales

Lowell Edmunds, Associate Professor of Classics
A.B., Harvard; A.M., University of California; Ph.D., Harvard University

Harvey Egan, S.J., Associate Professor of Theology
B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Th.D., University of Munster (Germany)

John R. Eichorn, Professor of Education
B.S., Salem State Teachers College; M.Ed., D.Ed., Boston University

Howard A. Eiland, Assistant Professor of English
A.B., Northwestern University; M.Phil., Ph.D., Yale University

Laurel A. Eisenhauer, Professor of Nursing
B.S., Boston College; M.S., University of Pennsylvania; Ph.D., Boston College

Howard C. Enoch, Assistant Professor of Speech
A.B., University of Kentucky; M.F.A., Boston University

Cheryl Exum, Assistant Professor of Theology
A.B., Wake Forest University; A.M., M.Phil., Ph.D., Columbia University

Christoph Eykman, Associate Professor of Germanic Studies
Ph.D., Rhein, Friedr. Wilhelm Universität, Bonn

Richard L. Faber, Associate Professor of Mathematics
B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University

Nancy Fairchild, Instructor of Nursing
B.S., Boston University; M.S., University of Rochester

Pao-Hsien Fang, Research Professor of Physics
B.S., M.S., Ohio State University; Ph.D., Catholic University of America

Marjorie M. Farrar, Assistant Professor of History
A.B., Bryn Mawr; A.M., Fletcher School of Law and Diplomacy; Ph.D., Stanford University

Robert K. Faulkner, Associate Professor of Political Science
A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Miles L. Fay, S.J., Assistant Professor of Theology
A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; S.T.D., University of St. Thomas Aquinas, Rome

Anne D. Ferry, Professor of English
A.B., Vassar College; A.M., Ph.D., Columbia University

Joseph Figurito, Associate Professor of Romance Languages and Literatures
A.B., Boston College; A.M., D.M.L., Middlebury College

Walter J. Fimian Jr., Associate Professor of Biology
A.B., University of Vermont; M.S., Ph.D., University of Notre Dame

Dalmar Fisher, Associate Professor of Management (Organization Studies)
B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

Donald Fishman, Associate Professor in Speech
B.A., University of Minnesota; M.A., Ph.D., Northwestern University

Scott FitzGibbon, Assistant Professor of Law
A.B., Antioch College; J.D., Harvard University; B.C.L., Oxford University

John J. Fitzgerald, Associate Professor of English
A.B., A.M., Boston College; A.M., Ph.D., Fordham University

Thomas Fitzpatrick, S.J., Assistant Professor of Theology
A.B., Boston College; A.M., Weston College; Th.D., University of Innsbruck

Joseph F. X. Flanagan, S.J., Associate Professor of Philosophy; Chairman of the Department
A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

Anne-Marie Fleming, Instructor of Nursing
B.S., Syracuse University; M.S., Boston University

Radu R. Florescu, Associate Professor of History
A.B., A.M., B. Litt., Oxford University; Ph.D., Indiana University

Christopher J. Flynn, Associate Professor of Management (Accounting)
A.B., Boston College; A.M., Boston University; L.L.B., Boston College

Monique E. Fol, Associate Professor of Romance Languages and Literatures
A.B., L.L.B., University of Paris; A.M., University of California at Berkeley; Ph.D., University of Nice

Albert M. Folkard, Assistant Professor of English; Director of the Honors Program
A.B., A.M., Boston College

Ernest L. Fortin, A.A., Professor of Theology
A.B., Assumption College; S.T.L., University of St. Thomas, Rome; Licentiate, University of Paris; Doctorate, University of Paris

Sanford J. Fox, Professor of Law
A.B., University of Illinois; L.L.B., Harvard Law School

Marc A. Fried, Professor of Psychology, Director of Psycho-Social Studies
B.S., City College of New York; Ph.D., Harvard University

Ellen G. Friedman, Assistant Professor of History
A.B., New York University; Ph.D., City University

Teresa T. Fulmer, Instructor of Nursing
B.S.N., Skidmore College; M.S., Boston College

Joan Gallagher, Assistant Professor of Social Work
A.B., Pennsylvania State University; M.S.W., Virginia Commonwealth University

Nora M. Ganim, Instructor of Management
A.B., Rhode Island College; A.M., University of Rhode Island; Ph.D. (Cand.), University of Connecticut

Joseph Gartner, Associate Professor of Management (Marketing)
B.S., University of Connecticut; M.S., University of New Hampshire; Ph.D., Iowa State University

Nancy J. Gaspard, Associate Professor of Nursing
B.S., Boston University; M.Ed., University of Florida; M.P.H., University of California (L.A.); Dr. P.H., University of California (L.A.)

Carol Gavan, Instructor of Nursing
B.S., Cornell University; M.S., Boston College

Mark I. Gelfand, Associate Professor of History
A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

David H. Gill, S.J., Associate Professor of Classical Studies; Chairman of the Department
A.B., A.M., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

James J. Gilroy, Associate Professor of Biology
B.S., University of Scranton; M.S., Catholic University; Ph.D., University of Maryland

James Gips, Associate Professor of Management (Computer Sciences)
B.S., M.I.T.; M.S., Ph.D., Stanford University

Joseph A. Glavin, S.J., Assistant Professor of History
A.B., A.M., Boston College; S.T.B., Weston College

Mary Ann Glendon, Professor of Law
A.B., University of Chicago; J.D., M.C.L., University of Chicago Law School

Arthur L. Glynn, Professor of Management (Accounting); Chairman of the Department
M.B.A., Boston University; J.D., Boston College Law School; C.P.A., Massachusetts

George J. Goldsmith, Associate Professor of Physics
B.S., University of Vermont; M.S., Ph.D., Purdue University

Jonathan J. Goldthwaite, Associate Professor of Biology
B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley

Alan Gordon, Assistant Professor of Social Work
A.B., Washington University; M.S.W., University of Minnesota; Ph.D., University of Michigan

Judith Gordon, Assistant Professor of Management (Organization Studies)
A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Marjory Gordon, Professor of Nursing
B.S., Hunter College, CCNY; M.S., Hunter College; Ph.D., Boston College

Paul Gray, Instructor of Sociology
A.B., Princeton; A.M., Stanford University; A.M., Ph.D. (Cand.), Yale University

Peter Gray, Associate Professor of Psychology, Chairman of the Department
A.B., Columbia University; Ph.D., Rockefeller University

Walter T. Greaney, Jr., Professor of Management (Finance); Chairman of the Department
A.B., Boston College; J.D., LL.M., Boston University; A.M., Ph.D., Harvard University

Daryl Greenfield, Assistant Professor of Psychology
A.B., Case-Western Reserve University; M.A., Ph.D., University of Connecticut

Thomas J. Grey, S.J., Assistant Professor of History
A.B., A.M., Boston College; A.M., Georgetown University; S.T.L., Weston College

Margaret Griffin, Assistant Professor of Education
B.S., Framingham State Teachers College; M.Ed., Boston College

William M. Griffin, Associate Professor of Education
A.B., Marietta College; A.M., State College for Teachers at Albany; D.Ed., Syracuse University

Rev. Thomas H. Groome, Assistant Professor of Theology
A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

Kenneth A. Grossberg, Assistant Professor of Political Science
A.B., Hobart College; A.M., Ph.D., Princeton University

Shirley Lee Guenthner, Assistant Professor of Nursing
B.S., University of North Carolina; M.S., Boston University

Jeanne Guillemin, Associate Professor of Sociology
A.B., Harvard University; A.M., Ph.D., Brandeis University

Guillermo L. Guitarte, Professor of Romance Languages and Literatures
Profesorado, Filosofia y Letras Buenos Aires

Donald L. Hafner, Associate Professor of Political Science
A.B., Kalamazoo College; Ph.D., University of Chicago

William J. Haggerty, Jr., Associate Professor of Philosophy
A.B., College of the Holy Cross; A.M., Boston College; Ph.D., Boston University

Joseph Hajdu, Assistant Professor of Chemistry
B.S., M.S., Hebrew University Jerusalem; Ph.D., S.U.N.Y.

Dennis Hale, Assistant Professor of Political Science
A.B., Oberlin College; Ph.D., City University

James Halpin, S.J., Lecturer of Theology
A.B., A.M., M.S., Boston College; Th.L., San Francisco, Barcelona, Spain; S.T.D. 'Cand.', Gregorian University, Rome

Albert F. Hanwell, Associate Professor; Chairman, Social Welfare Policy and Services; Project Director, Children's Bureau Grant
B.S., M.S.W., Boston College

Patricia B. Harrington, Associate Professor of Nutrition
B.S., University of Massachusetts; M.Ed., Boston University

Vincent A. Harrington, Associate Professor of Management (Business Law)
A.B., M.B.A., Harvard University; J.D., Boston College

Carol Hartman, Associate Professor of Nursing
B.S., A.M., University of California (L.A.); D.N.Sc., Boston University

John T. Hasenjaeger, Associate Professor of Management (Marketing)
B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University

Dayton Haskin, S.J., Assistant Professor of English
A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D. (Cand.), Yale University

Mary L. Hatten, Assistant Professor of Management
A.B., Rosary College; M.S., Ph.D., Purdue University

L. Marion Heath, Associate Professor of Nursing
B.S., M.S., Boston University

Barbara B. Hedstrom, Assistant Professor of Nursing
B.S.N., Boston College; M.S.N., Yale University

John L. Heineman, Associate Professor of History
A.B., University of Notre Dame; Ph.D., Cornell University

Michael Heinemann, Research Associate and Lecturer of Physics
B.A., Antioch College; S.M., Ph.D., Massachusetts Institute of Technology

John Hekman, Assistant Professor of Economics
A.B., Valparaiso University; M.B.A., University of Chicago; Ph.D., University of Chicago

Mark A. Heller, Assistant Professor of Political Science
A.B., University of Toronto; A.M., Ph.D., Harvard University

Norma J. Hemphill, Assistant Professor of Education
B.S., M.S., Ph.D., University of Kansas

James Hennesey, S.J., Professor of Theology
A.B., Loyola University; Ph.L., S.T.B., S.T.L., Woodstock College; Ph.D., Catholic University

J. Christopher Hepburn, Associate Professor of Geology and Geophysics
A.B., Colgate University; A.M., Ph.D., Harvard University

Michael E. Herron, Adjunct Lecturer of Education
B.S., California State University at Northridge; A.M., California State University at Los Angeles

Sharlene Hesse, Assistant Professor of Sociology
A.B., A.M., Ph.D., University of Michigan

William B. Hickey, Professor of Management (Business Law);
Chairman of the Department
A.B., J.D., Boston College; M.Ed., Boston State Teachers College;
LL.M., Boston University Law School

Loretta P. Higgins, Assistant Professor of Nursing
B.S., M.S., Boston College

Sandra Hillman, Instructor of Nursing
B.S., University of Connecticut; M.S., Boston University

Robert D. Hisrich, Associate Professor of Management (Marketing)
A.B., DePauw University; M.B.A., Ph.D., University of Cincinnati

Glenda Hobbs, Assistant Professor of English
A.B., University of Michigan; A.M., Ph.D., Harvard University

Jeanne Holland, Assistant Professor of Nursing
B.S., M.S., Boston College

Lynda L. Holmstrom, Professor of Sociology, Chairperson of the
Department
B.S., Stanford University; A.M., Boston University; Ph.D., Brandeis
University

Rudolph Hon, Assistant Professor of Geology/Geophysics
M.Sc., Charles University; Ph.D., Mass. Institute of Technology

William J. Horne, Adjunct Lecturer of Management (Finance)
B.A., A.M., Boston College

Murray Horwitz, Professor of Psychology
B.S.S., College of the City of New York; Ph.D., University of
Michigan

James L. Houghteling, Professor of Law
A.B., Yale University; LL.B., LL.M., Harvard Law School, M.P.A.,
Harvard Graduate School of Public Administration

Jeffrey W. Howe, Instructor of Fine Arts
A.B., Carleton College; Ph.D. (Cand.), Northwestern University

Ruth-Arlene Howe, Assistant Professor of Law
A.B., Wellesley College; S.M., Simmons College; J.D., Boston College
Law School

Richard E. Hughes, Professor of English
A.B., Siena College; A.M., Boston College; Ph.D., University of
Wisconsin

Wilma Hull, Instructor of Education
A.B., St. Lawrence University; M. Ed., Boston University; D.Ed.
(Cand.), Boston College

Bernadette P. Hungler, Associate Professor of Nursing
B.S., Georgetown University; M.S., Boston College; A.M., North-
eastern University

Irving Hurwitz, Associate Professor of Education
A.B., Ph.D., Clark University

Edgar F. Huse, Professor of Management (Organization Studies);
Chairman of the Department
A.B., Creighton University; A.M., University of Nebraska; Ph.D.,
Western Reserve University

Demetrius S. Iatridis, Professor of Social Work
A.B., Washington Jefferson College; M.S., University of Pittsburgh;
Ph.D., Bryn Mawr

Shirley Jackson, Assistant Professor of History
A.B., Southern University; A.M., Purdue University; Ph.D., Bowling
Green University

Janet W. James, Associate Professor of History
A.B., Smith; A.M., Bryn Mawr; Ph.D., Harvard

John A. Jensen, Associate Professor of Education
A.B., Cornell University; A.M., Ed.D., University of Rochester

Dorothy A. Jones, Associate Professor of Nursing
B.S.N., Long Island University; M.S.N., Indiana University; Ed.D.
(Cand.), Boston University

Joan C. Jones, Associate Professor of Education
B.S., Northwest Missouri State Teachers College; M.Ed., University
of Missouri; Ed.D., Boston University

Lawrence G. Jones, Professor of Slavic and Eastern Languages
A.B., Lafayette College; A.M., Columbia University; Ph.D., Harvard
University

Sandra R. Joshel, Assistant Professor of History
A.B., Skidmore College; A.M., Ph.D., Rutgers University

Amy Joyce, Associate Professor of Nursing
B.S.N., M.S., Boston College

John B. Junkala, Associate Professor of Education
B.S., State College of Fitchburg; M.Ed., Boston University; D.Ed.,
Syracuse University

Gabor Kalman, Research Professor of Physics
D.Sc., Israel Institute of Technology

Evan R. Kantrowitz, Assistant Professor of Chemistry
A.B., Boston University; A.M., Ph.D., Harvard University

David A. Karp, Associate Professor of Sociology
A.B., Harvard College; Ph.D., New York University

Sanford N. Katz, Professor of Law
A.B., Boston University; J.D., University of Chicago

William J. Keane, Assistant Professor of Mathematics
A.B., Boston College; M.S., Ph.D., University of Notre Dame

Francis J. Kelly, Professor of Education
A.B., Boston College; A.M., Columbia University; D.Ed., Harvard
University

T. Ross Kelly, Associate Professor of Chemistry
B.S., Holy Cross College; Ph.D., University of California at Berkeley

Margaret J. Kenney, Associate Professor of Mathematics
B.S., A.M., Boston College; Ph.D., Boston University

Gerard E. Keough, Instructor of Mathematics
A.B., Boston College; Ph.D. (Cand.), Indiana University

Robert Kern, Associate Professor of English
A.B., City College of New York; A.M., Ph.D., Harvard University

Raymond F. Keyes, Associate Professor of Management
A.B., Colby College; M.B.A., Boston College

William K. Kilpatrick, Associate Professor of Education
B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue
University

Rev. Philip J. King, Professor of Theology
A.B., St. John Seminary College; S.T.B., St. John Seminary School of
Theology; S.T.L., Catholic University of America; S.S.L., Pontifical
Biblical Institute; S.T.D., Pontifical Lateran University

Mary T. Kinnane, Professor of Education
A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas;
Ph.D., Boston College

John H. Kinnier, S.J., Assistant Professor of Physics
B.S., A.B., A.M., Boston College; M.S., Catholic University of
America; S.T.L., Weston College

John S. Kirby, Instructor of Theology
A.B., Notre Dame University; A.M., Ph.D., St. Michel's College,
Toronto

Walter H. Klein, Professor of Management (Administrative Sciences); Chairman of the Department
B.S., M.B.A., Ph.D., University of Pittsburgh

Marvin Kraus, Associate Professor of Economics
B.S., Purdue University; Ph.D., University of Minnesota

Rosemary Krawczyk, Associate Professor of Nursing
B.S., College of St. Catherine; M.S., Boston College

Joseph F. Krebs, Assistant Professor of Mathematics
A.B., A.M., Boston College

Peter J. Kreeft, Associate Professor of Philosophy
A.B., Calvin College; A.M., Ph.D., Fordham University

Ronna Krozy, Assistant Professor of Nursing
B.S., M.S., Boston College

Peter Kugel, Assistant Professor of Management (Computer Sciences)
A.B., Colgate University; Ph.D., Harvard University

Jean P. Kuhn, Instructor of Nursing
B.S.N., M.S.N., Boston University

George T. Ladd, Associate Professor of Education
B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University

Archille J. Laferriere, Assistant Professor of Mathematics
A.B., A.M., Boston College

Marianne LaFrance, Assistant Professor of Psychology
A.B., University of Windsor; A.M., Ph.D., Boston University

Pierre D. Lambert, Professor of Education
B.S., M.Ed., Boston College; Ph.D., State University of Iowa

Charles Landraitis, Associate Professor of Mathematics
A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

Marc K. Landy, Assistant Professor of Political Science
A.B., Oberlin College; Ph.D., Harvard University

Joseph M. Larkin, S.J., Associate Professor of Speech Communication and Theatre; Assistant Chairman of Department
A.B., Boston College; A.M., Catholic University of America; S.T.B., Weston College

Bonnie Lass, Assistant Professor of Education
A.B., Syracuse University; M.S., CCNY; Ph.D., University of Illinois

Frederick Lawrence, Associate Professor of Theology
A.B., St. John's College; D.Th., University of Basel

R. Alan Lawson, Associate Professor of History
A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

John Henry Lawton, Professor of Speech Communication and Theatre; Chairman of Department
A.B., Emerson College; A. M., Boston College; Ph.D., State University of Iowa

Robert J. LeBlanc, Assistant Professor of Mathematics
A.B., A.M., Boston College

Vera G. Lee, Professor of Romance Languages and Literatures
A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

Paula Leventman, Assistant Professor of Sociology
A.B., Temple University; A.M., University of California at Berkeley; Ph.D., Bryn Mawr College

Seymour Leventman, Associate Professor of Sociology
A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

David R. Levine, Assistant Professor of Management (Computer Sciences)
A.B., Harvard; M.S., Ph.D., Stanford University

John W. Lewis, III, Associate Professor of Management (Organization Studies); Coordinator, General Management Concentration
A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

Paul Lewis, Assistant Professor of English
A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Cynthia C. Lichtenstein, Associate Professor of Law
A.B., Radcliffe College; LL.B., Yale University; M.C.L., University of Chicago Law School

G. Ramsay Liem, Associate Professor of Psychology
A.B., Haverford College; Ph.D., University of Rochester

Jeong-long Lin, Professor of Chemistry, Chairman of the Department
B.S., M.S., National Taiwan University; Ph.D., Queen's University at Ontario

Nancy Ling, Instructor of Nursing
B.S., A.M., University of Washington

Maurice Liss, Professor of Biology
A.B., Harvard University; Ph.D., Tufts University School of Medicine

Francis A. Liuima, S.J., Assistant Professor of Physics
M.S., Boston College; Ph.D., St. Louis University

Martin LoMonaco, Instructor of Speech
B.S., Ithaca College; M.S., Brooklyn College; M.S., SUNY at Albany

Rev. Bernard J.F. Lonergan, S.J., Visiting Distinguished Professor of Theology
A.B., Heythrop College; S.T.L., S.T.D., Gregorian University

Joseph A. Longo, Associate Professor of English
B.S., M.Ed., A.M., Ph.D., Rutgers University

David Lowenthal, Professor of Political Science
A.B., Brooklyn College; B.S., New York University; A.M., Ph.D., New School for Social Research

Martin Lowenthal, Assistant Professor of Sociology
A.B., A.M., Ph.D., University of California at Berkeley

Claire Lowery, R.S.C.J., Assistant Professor of Theology
A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

Ritchie P. Lowry, Professor of Sociology
A.B., A.M., Ph.D., University of California at Berkeley

Robin R. Lydenberg, Associate Professor of English
A.B., Barnard College; A.M., Ph.D., Cornell University

Maureen T. Lynch, Instructor of Nursing
B.S., Northeastern University; M.S., Boston College

Richard A. Mackey, Associate Professor; Chairman, Casework; Project Director for National Institute of Mental Health Grant
A.B., Merrimack College; M.S.W., Catholic University of America; D.S.W., Catholic University of America

Allison Macomber, Artist-in-Residence

George F. Madaus, Professor of Education
B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Richard B. Maffei, Professor of Management
B.S., Massachusetts Institute of Technology; M.B.A., Ph.D., University of Pennsylvania

John L. Mahoney, Professor of English
A.B., A.M., Boston College; Ph.D., Harvard University

Leonard P. Mahoney, S.J., Assistant Professor of History
A.B., A.M., Boston College; A.M., Ph.L., S.T.L., Weston College;
Ph.D., Georgetown University

Janice Majewski, Assistant Professor of Nursing
B.S., College of St. Teresa; M.S., University of California

Michael A. Malec, Associate Professor of Sociology
B.S., Loyola University; M.S., Ph.D., Purdue University

Donald J. Maletz, Assistant Professor of Political Science
A.B., Princeton University; A.M., Ph.D., Cornell University

Carol Lynn Mandle, Instructor of Nursing
B.S., M.S., University of Pennsylvania

H. Michael Mann, Professor of Economics
A.B., Haverford College; Ph.D., Cornell University

Roberta Manning, Assistant Professor of History
A.B., Rice College; A.M., Ph.D., Columbia University

David R. Manwaring, Associate Professor of Political Science;
Chairman of the Department
A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

J. Paul Marcoux, Associate Professor of Speech Communication
and Theatre
B.S., Fitchburg State College; M.Ed., Boston University; Ph.D.,
Northwestern University

Harvey R. Margolis, Associate Professor of Mathematics
M.S., Ph.D., University of Chicago

Marianne W. Martin, Professor of Fine Arts, Chairperson of Department
A.B., Hunter College; A.M., Ph.D., Bryn Mawr College

Raymond J. Martin, Associate Professor of Education
A.B., Iowa State Teachers College; M.A., Ph.D., State University of Iowa

Stuart B. Martin, Associate Professor of Philosophy
A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval
Studies; A.M., Ph.D., Fordham University

Fidelia Masi, Associate Professor of Social Work
B.S., College of Mt. St. Vincent; M.S.W., University of Illinois;
D.S.W., Catholic University

Marilyn J. Matelski, Assistant Professor of Speech
A.B., Michigan State University; A.M. Ph.D., University of Colorado

Mya Maung, Professor of Management (Finance)
A.B., Rangoon University; A.M., University of Michigan; Ph.D.,
Catholic University

John J. McAleer, Professor of English
A.B., A.M., Boston College; Ph.D., Harvard University

Rev. Richard P. McBrien, Professor of Theology; Director of Institute for the Study of Religious Education and Service
A.B., A.M., St. John's Seminary; S.T.L., S.T.D., Pontifical Gregorian University, Rome

Joseph M. McCafferty, Assistant Professor of English
A.B., A.M., Boston College

Francis McCaffrey, Associate Professor of Physics
B.S., Providence College; Ph.D., University of Notre Dame

John F. McCarthy, Associate Professor of English
A.B., Harvard University; A.M., Ph.D., Yale University

Nancy C. McCarthy, Associate Professor of Nursing
B.S., Boston College; M.S., Boston University

William McCarthy, Instructor of Nursing
B.S., M.S., Boston College

Daniel L. McCue, Jr., Associate Professor of English
A.B., Boston College; A.M., Ph.D., Columbia University

J. Houston McCulloch, Associate Professor of Economics
B.S., California Institute of Technology; A.M., Ph.D., University of Chicago

Paul R. McDaniel, Professor of Law
A.B., University of Oklahoma; LL.B., Harvard University

Francis J. McDermott, Assistant Professor of English
A.B., A.M., Boston College; A.M., Ph.D., Harvard University

Robert J. McEwen, S.J., Professor of Economics
A.B., Boston College; A.M., Fordham University; S.T.L., Western College; Ph.D., Boston College

David McFadden, Associate Professor of Chemistry
A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Gail Ann McGrath, Lecturer of Speech Communication and Theatre
A.B., Heidelberg University; A.M., Bowling Green State University; (Cand.), Ph.D., Boston University

Joseph McHugh, Associate Professor of Management (Accounting)
B.S., Holy Cross College; M.B.A., Creighton University; Ph.D., Michigan State University

Francis M. McLaughlin, Associate Professor of Economics
B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Raymond T. McNally, Professor of History
A.B., Fordham University; Ph.D., Free University of Berlin

John Michalczyk, S.J., Associate Professor of Fine Arts
A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

Samuel J. Miller, Associate Professor of History
B.S., A.M., Ohio State University; Ph.D., Brown University

Francis P. Molloy, S.J., Assistant Professor of Philosophy
A.B., A.M., Boston College; S.T.L., Weston College

Jean Mooney, Associate Professor of Education
A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

Michael Moore, Assistant Professor of Psychology
A.B., A.M., Ph.D., Harvard University

Kristin Morrison, Associate Professor of English
A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Ahmad M. Moufti, Assistant Professor of Management (Finance)
A.B., Sheffield University; M.B.A., Columbia University; A.M., Ph.D., University of Pennsylvania

Michael W. Mulhern, Assistant Professor of Fine Arts
B.F.A., University of Dayton; M.F.A., Columbia University

David C. Murphy, Associate Professor of Management (Administrative Sciences)
B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Margaret Murphy, Instructor of Nursing
B.S., St. Joseph College; A.M., New York University; Ph.D. (Cand.), Boston College

Richard T. Murphy, Associate Professor of Philosophy
A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

Joseph L. Navickas, Professor of Philosophy
Ph.B., Ph.L., Louvain University; Ph.D., Fordham University

David Neiman, Associate Professor of Theology
A.B., A.M., University of Chicago; Ph.D., Dropsie College for Hebrew Learning

Kenneth M. Nicholas, Assistant Professor of Chemistry
B.S., State University of New York at Stony Brook; Ph.D., University of Texas

Francis J. Nicholson, S.J., Professor of Law
A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; LL.B., LL.M., Georgetown University; LL.M., S.J.D., Harvard University

Karen Noonan, Assistant Professor of Nursing
B.S., College of Mt. St. Joseph; M.S., Boston University

David A. Northrup, Assistant Professor of History
B.S., A.M., Ph.D., University of California, Los Angeles

Vincent C. Nuccio, Professor of Education
A.B., Boston College; M.E., D.Ed., Cornell University

Michael Numan, Assistant Professor of Psychology
B.S., Brooklyn College; Ph.D., University of Chicago

Ronald L. Nuttall, Professor of Education
A.B., A.M., Ph.D., Harvard University

Bernard A. O'Brien, Associate Professor of Education
A.B., Boston College; A.M., Ph.D., Catholic University of America

Carole Ann O'Brien, Assistant Professor of Nursing
B.S., M.S., Boston College

Gerald C. O'Brien, S.J., Assistant Professor of Philosophy
A.B., A.M., Boston College; Ph.D., Fordham University

Joseph D. O'Brien, Professor of Management (Marketing)
A.B., College of the Holy Cross; M.B.A., University of Pennsylvania; Ph.D., Saint Louis University

Thomas H. O'Connor, Professor of History
A.B., A.M., Boston College; Ph.D., Boston University

Kathleen O'Donoghue, Associate Professor; Co-Chairwoman, Human Behavior and the Social Environment; Project Director for the Vocational Rehabilitation Administration Grant
B.S., Emmanuel College; M.S.W., Boston College; M.S.H., Harvard School of Public Health

Padraic O'Hare, Lecturer of Theology; Assistant Director of Institute of Religious Education and Service
A.B., St. Francis College; A.M., Fordham University; A.M., Manhattan College; Ed.D., Columbia University

J. Enrique Ojeda, Professor of Romance Languages and Literatures
Licenciado, Universidad Catolica Del Ecuador; A.M., Ph.D., Harvard University

C. Peter Olivieri, Associate Professor of Management (Computer Sciences); Chairman of the Department
B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Gayle P. Olsen, Assistant Professor of Nursing
B.S., College of St. Teresa; M.S.N., University of California

Robert F. O'Malley, Associate Professor of Chemistry
B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

Jean A. O'Neil, Associate Professor of Nursing
B.S., M.S., Boston College

Kevin O'Neill, Assistant Professor of History
A.B., Marquette University; A.M., Loyola University; Ph.D. (Cand.), Brown University

Joseph A. Orlando, Associate Professor of Biology
B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California at Berkeley

Mary C. O'Toole, Assistant Professor of Education
B.S., A.M., Boston University

Thomas J. Owens, Professor of Philosophy
A.B., A.M., Boston College; Ph.D., Fordham University

Dennis P. Pacheco, Research Associate and Lecturer of Physics
A.B., Brown University; Ph.D., Boston College

Yuh-kang Pan, Professor of Chemistry
B.S., National Taiwan University; Ph.D., Michigan State University

Diana P. Paolitto, Assistant Professor of Education
A.B., Smith College; M.A.T., Harvard University; Ed.D., Boston University

Frank J. Parker, S.J., Professor of Management (Business Law)
B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

Ronald Pawliczek, Assistant Professor of Management (Accounting)
B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Alec F. Peck, Assistant Professor of Education
A.B., University of San Francisco; M.S., Ph.D., Penn. State University

Joe Peek, Instructor of Economics
B.S., M.S., Oklahoma State University; Ph.D. (Cand.), Northwestern University

C. Alexander Peloquin, Composer-in-Residence

Pheme Perkins, Associate Professor of Theology
A.B., St. John's College; A.M., Ph.D., Harvard University

Joan Pernice, Instructor of Nursing
B.S.N., University of Bridgeport; M.S.N., University of Colorado

Thomas W. Perry, Associate Professor of History
A.B., A.M., Ph.D., Harvard University

Michael P. Peters, Associate Professor of Management (Marketing), Chairman of the Department
B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

Harold A. Petersen, Associate Professor of Economics
A.B., DePauw University; Ph.D., Brown University

William Petri, Assistant Professor of Biology
A.B., Ph.D., University of California (Berkeley)

Stephen J. Pfohl, Assistant Professor of Sociology
B.A., Catholic University of America; M.A., Ph.D., Ohio State University

Dorman Picklesimer, Jr., Associate Professor of Speech Communication and Theatre
A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

Elaine Pinderhughes, Associate Professor of Social Work
A.B., Howard University; M.S.W., Columbia University

Donald J. Plocke, S.J., Associate Professor of Biology; Chairman of the Department
B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Jean-Michel Pomarede, Assistant Professor of Mathematics
Diploma of Eng., Ecole des Mines de Paris; M.Phil., Ph.D., Yale University

Theresa Powell, Assistant Professor of Education
Diploma, Posse School of Physical Education; B.S., Ed.M., Boston University

Edward J. Power, Professor of Education
A.B., St. John's University (Minnesota); Ph.D., University of Notre Dame

R. Douglas Powers, Assistant Professor of Biology
A.B., SUNY; Ph.D., Syracuse University

John G. Preston, Associate Professor of Management (Finance)
B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

Virginia Prout, Instructor of Nursing
B.S., M.S., Boston University

Lester E. Przewlocki, Professor of Education
A.B., M.A., DePaul University; Ph.D., University of Chicago

Johanne Quinn, Instructor of Nursing
B.S., Boston College; M.S., Boston University

Joseph Quinn, Assistant Professor of Economics
A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Richard Quinney, Visiting Professor of Sociology
B.S., Carroll College; M.S., Northwestern University; Ph.D., University of Wisconsin

Joseph A. Raelin, Assistant Professor of Management (Administrative Sciences)
A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

Betty Rahv, Associate Professor of Romance Languages and Literatures; Chairwoman of the Department
A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

Nancy E. Rallis, Assistant Professor of Mathematics
A.B., Vassar College; M.A., Ph.D., Indiana University

John H. Randall, III, Associate Professor of English
A.B., Columbia University; A.M., University of California at Berkeley; Ph.D., University of Minnesota

David M. Rasmussen, Professor of Philosophy
A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

Louise Rauckhorst, Associate Professor of Nursing
B.S., St. Joseph College; M.S.N., Catholic University; Ed.D. (Cand.), Columbia University

Charles L. Regan, Associate Professor of English
A.B., Boston College; A.M., Ph.D., Harvard University

JoAnne H. Regan, Instructor of Nursing
B.S.N., Boston College; M.S., Boston University

Alan Reinerman, Associate Professor of History
B.S., A.M., Xavier University; Ph.D., Loyola University

Robert E. Reiter, Associate Professor of English; Chairman of the Department
A.B., St. Bonaventure College; Ph.D., University of Michigan

Alan C. Renda, Instructor of Management (Administrative Sciences)
B.S., M.B.A., Boston College; (Cand.) Ph.D., Columbia University

W. Michael Resler, Assistant Professor of Germanic Studies
A.B., William and Mary College; A.M., Ph.D., Harvard University

Stephen J. Ricci, Assistant Professor of Mathematics
B.S., University of Notre Dame; A.M., Ph.D., Michigan University

Donald Richter, Associate Professor of Economics
B.A., M.A., Yale University; Ph.D., Massachusetts Institute of Technology

John G. Riley, Professor of Economics
B.S., University of Canterbury; Ph.D., Massachusetts Institute of Technology

Marvin C. Rintala, Professor of Political Science
A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

John P. Rock, S.J., Associate Professor of Philosophy
A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Louvain University

Alan Rogers, Associate Professor of History; Assistant Chairman of the Department
A.B., M.A., Ph.D., University of California, Santa Barbara

Daniel M. Rohrer, Lecturer of Speech and Communication and Theatre, Director of Forensics
A.B., Western Michigan University; A.M., University of Wisconsin

Linda Rosen, Assistant Professor of Speech (Pathology)
B.S., Northwestern University; M.S., Ph.D., University of Pittsburgh

John H. Rosser, Associate Professor of History; Assistant Chairman
A.B., University of Maryland; A.M., Ph.D., Rutgers University

Herbert Rotfeld, Assistant Professor of Management (Marketing)
B.S., M.S., Ph.D., University of Illinois

David C. Roy, Associate Professor of Geology and Geophysics
B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

Michael W. Rubin, Associate Professor of Management (Computer Sciences)
B.S., M.S. (Aeronautics & Astronautics), M.S. (Industrial Management), Massachusetts Institute of Technology; M.S. (Operations Research), Ph.D., Stanford University

Allyn H. Rule, Associate Professor of Biology
B.S., Central Connecticut College; A.M., Ph.D., Boston University

Irving J. Russell, Associate Professor of Chemistry
B.S., Boston College; M.S., University of Chicago; Ph.D., Enrico Fermi Institute for Nuclear Studies, University of Chicago

Patrick J. Ryan, S.J., Assistant Professor of Theology
A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University

William Ryan, Professor of Psychology
A.B., Ph.D., Boston University

Michael Saks, Associate Professor of Psychology
B.S., Pennsylvania State University; A.M., Ph.D., Ohio State University

Anthony Saldarini, Associate Professor of Theology
A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

Pauline R. Sampson, Assistant Professor of Nursing
B.S., M.Ed., Boston College

Rusdu Saracoglu, Instructor of Economics
B.S., Middle East Technical University; Ph.D. (Cand.), University of Minnesota

Dennis J. Sardella, Associate Professor of Chemistry
B.S., Boston College; Ph.D., Illinois Institute of Technology

John Savage, Professor of Education
A.B., Iona College; Ed.M., Ed.D., Boston University

Margaret Amy Schatkin, Associate Professor of Theology
A.B., Queens College; A.M., Ph.D., Fordham University; (Cand.) Th.D., Princeton Theological Seminary

Michael Schiro, Associate Professor of Education
B.S., Tufts University; M.A.T., D.Ed., Harvard University

Kay L. Schlozman, Assistant Professor of Political Science
A.B., Wellesley College; A.M., Ph.D., University of Chicago

Richard J. Schrader, Associate Professor of English
A.B., Notre Dame University; A.M., Ph.D., Ohio State University

Clarence C. Schubert, S.J., Lecturer of Chemistry
B.S., Spring Hill College; M.S., Canisius College; S.T.L., Woodstock College; Ph.D., Princeton

Solomon L. Schwebel, Associate Professor of Physics
B.S., City College of New York; M.S., Ph.D., New York University

Robert Scigliano, Professor of Political Science
A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Mary Seidel, Associate Professor of Nursing
B.S., Boston College; M.S., Boston University

Elena Semeka-Pankratova, Assistant Professor of Slavic & Eastern Languages
Kand. ist. nauk, Inst. vostokovedeniya, AN-SSSR Moskva Diplom, Moskovskij pedagogicheskij institut

John P. Shanahan, Associate Professor of Mathematics
B.S., M.S., University College, Galway; Ph.D., John Hopkins University

Robert L. Sheehan, Associate Professor of Romance Languages and Literatures
B.S., Boston College; A.M., Ph.D., Boston University

Daniel J. Shine, S.J., Associate Professor of Philosophy
A.B., A.M., Boston College; A.M., Catholic University of America; S.T.L., Weston College; Ph.D., Gregorian University

Raymond E. Sicard, Assistant Professor of Biology
A.B., Merrimack College; M.S., Ph.D., University of Rhode Island

Ernest A. Sicilano, Professor of Languages and Literatures
A.B., A.M., Boston College; Ph.D., Harvard University

Maria Simonelli, Professor of Romance Languages and Literatures
Dotre in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia romanza, Rome

James W. Skehan, S.J., Professor of Geology and Geophysics; Director, Weston Observatory
A.B., A.M., Boston College; Ph.D., Harvard University

Emil Slizewski, Professor of Law
A.B., Boston College; LL.B., Boston College Law School

Charles F. Smith, Jr., Associate Professor of Education
B.S.Ed., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

David H. Smith, Professor of Sociology
A.B., University of Southern California; A.M., Ph.D., Harvard University

James W. Smith, Professor of Law
A.B., Boston College; LL.B., Boston College Law School; LL.M., New York University Law School

John H. Smith, Associate Professor of Mathematics
A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

W. Robert Smith, Adjunct Lecturer of Education
B.S., Northern Illinois University

Leon Smolinski, Professor of Economics
A.B., University of Freiburg, Germany; A.M., University of Cincinnati; Ph.D., Columbia University

Jolane Solomon, Associate Professor of Biology
A.B., Hunter College; A.M., Ph.D., Radcliffe College

Paul G. Spagnoli, Associate Professor of History
A.B., College of the Holy Cross; A.M., Ph.D., Harvard University

Rachel E. Spector, Assistant Professor of Nursing
B.S., M.S., Boston College

Chester S. Stachow, Associate Professor of Biology
B.S., M.S., Ph.D., University of Manitoba

John Steczynski, Associate Professor of Fine Arts
B.F.A., Notre Dame University; M.F.A., Yale University

Theodore Steeman, O.F.M., Associate Professor of Theology
B.D., Weert; Drs. Soc. University of Leyden; Ph.D., Harvard University

Robert A. Stodden, Assistant Professor of Education
A.B., Syracuse University; M.S., California State College (Long Beach); Ph.D., University of Florida

Olga Stone, Associate Professor of Music; Musician-in-Residence; Director of Music Programs
Mus.B., Mus.M., Mus.D., Boston University

Leonard Strickman, Professor of Law
A.B., University of Rochester; LL.B., Yale Law School

John Strong, S.J., Assistant Professor of Philosophy
A.B., M.S., Fordham; B.D., Woodstock; A.M., University of Pittsburgh; Ph.D. (Cand.), University of Pittsburgh

John J. Sullivan, Assistant Professor of English, Assistant Chairman of the Department
A.B., Harvard University; A.M., Boston College

Joseph A. Sullivan, Professor of Mathematics
A.B., Boston College; M.S., Massachusetts Institute of Technology; Ph.D., Indiana University

William D. Sullivan, S.J., Professor of Biology
A.B., A.M., Boston College; M.S., Fordham University; Ph.D., Catholic University of America

Alfred E. Sutherland, Associate Professor of Management (Business Law)
B.S., A.M., J.D., Boston College

Francis W. Sweeney, S.J., Assistant Professor of English
A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College

Mary Anne Sweeney, Associate Professor of Nursing
B.S., State University of New York at Plattsburgh; M.S., Boston College; Ph.D., Boston College

Peter S. H. Tang, Professor of Political Science
A.B., National Chengchih University; A.M., Ph.D., Columbia University

Cecil F. Tate, Associate Professor of English
A.B., University of Maryland; A.M., Ph.D., Emory University

Andrew Tavarelli, Instructor of Fine Arts
B.A., Queens College

E. Dennis Taylor, Associate Professor of English
A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Alan P. Thayer, Lecturer of Management (Administrative Sciences)
B.S., U.S. Military Academy; M.B.A., Harvard University

Carl J. Thayer, S.J., Assistant Professor of Classical Studies
A.B., A.M., Boston College

Paul R. Thie, Associate Professor of Mathematics
B.S., Canisius College; Ph.D., University of Notre Dame

Carolyn Thomas, Professor of Social Work
B.Sc., S.A., Ohio State University; M.A.S.A., Ohio State University; D.S.W., Smith College School for Social Work

Yu-Chen Ting, Professor of Biology
A.B., National Honan University; M.S., University of Kentucky;
M.S.A., Cornell University; Ph.D., Louisiana State University

John F. Travers, Jr., Professor of Education
B.S., M.Ed., D.Ed., Boston College

Richard W. Tresch, Associate Professor of Economics, Chairman
of the Department
A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Ronald L. Trosper, Assistant Professor of Economics
A.B., A.M., Ph.D., Harvard University

John R. Trzaska, S.J., Assistant Professor of Chemistry
A.B., A.M., Boston College; Ph.D., Catholic University of America

David P. Twomey, Professor of Management (Business Law)
B.S., J.D., Boston College; M.B.A., University of Massachusetts

S. Rex Ugorji, Instructor of Psychology
A.B., University of Manchester; A.M., University of Toronto; Ph.D.
(Cand.), Yale University

Michael Ullman, Lecturer of English
A.B., Harvard University; A.M., University of Chicago; Ph.D., Uni-
versity of Michigan

Rein A. Uritam, Associate Professor of Physics
A.B., Concordia College; A.B., Oxford University; A.M., Ph.D.,
Princeton University

Mark Uslan, Lecturer of Special Education
A.B., Whittier College; A.M., California State University; M.S., In-
diana University

Rebecca M. Valette, Professor of Romance Languages and Litera-
tures; Director, Language Laboratory
A.B., Mount Holyoke College; Ph.D., University of Colorado

Frans Jozef van Beeck, S.J., Associate Professor of Theology
Ph.L., Berchmanianum, Nijmegen; Ph.D., Universiteit van Amster-
dam; S.T.L., Canisianum, Maastricht

L. Scott Van Doren, Associate Professor of History
A.B., Oberlin College; A.M., Ph.D., Harvard University

John E. Van Tassel, Professor of Management (Administrative
Sciences)
B.S.B.A., A.M., Boston College; Ph.D., Harvard University

Roy VanTil, Assistant Professor of Economics
A.B., Swarthmore College; Ph.D., Boston College

Nancy Veeder, Associate Professor of Social Work
A.B., Smith College; M.S., Simmons College School of Social Work;
Certificate of Advanced Study, Smith College School of Social Work;
Ph.D., The Florence Heller Graduate School for Advanced Studies
in Social Welfare, Brandeis University

Hugo Vigoroso, Adjunct Lecturer of Education
B.S., University of Rhode Island; M.Ed., Boston College

Jerry A. Viscione, Associate Professor of Management (Finance)
B.S., Boston College; M.B.A., A.M., Ph.D., Boston University

George Vogel, Professor of Chemistry
B.S., D.Sc., Prague Technical University

John M. vonFelsinger, Professor of Psychology
A.B., Kent State University; A.M., Ohio State University; Ph.D., Yale
University

Andrew J. Von Hendy, Associate Professor of English
A.B., Niagara University; A.M., Ph.D., Cornell University

Josephine von Henneberg, Professor of Fine Arts
Doctor in Letters, University of Rome

Dorothy J. Walker, Associate Professor of Nursing
B.S., Louisiana State University; M.S., Ph.D., St. Louis University

John J. Walsh, Professor of Education
B.S., Boston College; A.M., Ph.D., University of Chicago

Thomas E. Wangler, Associate Professor of Theology
B.S., LeMoyné College; M.A., Ph.D., Marquette University

Miriam-Gayle Wardle, Associate Professor of Nursing
B.S., University of Pittsburgh; M.S., Boston University

Kenneth W. Wegner, Associate Professor of Education
B.S., M.Ed., D.Ed., University of Kansas

Peter H. Weiler, Associate Professor of History
A.B., Stanford University; A.M., Ph.D., Harvard University

Alan Weinblatt, Assistant Professor of English
A.B., New York University; A.M., Ph.D., Harvard University

Arnold K. Weinstein, Associate Professor of Management
(Marketing)
B.S., University of Pennsylvania; M.B.A., Ph.D., Columbia
University

Norman J. Wells, Professor of Philosophy
A.B., Boston College; L.M.S., Pontifical Institute of Medieval
Studies; A.M., Ph.D., University of Toronto

John B. Williamson, Associate Professor of Sociology
B.S., Massachusetts Institute of Technology; Ph.D., Harvard Uni-
versity

William F. Willier, Professor of Law
A.B., University of Northern Iowa; State University of Iowa College
of Law

John R. Willis, S.J., Associate Professor of History
A.B., Amherst College; B.D., Hartford Seminary; Ph.D., Yale Uni-
versity

Judith Wilt, Assistant Professor of English
A.B., Duquesne University; Ph.D., Indiana University

Ellen Winner, Assistant Professor of Psychology
A.B., Radcliffe College; Ph.D., Harvard University

Robert K. Woetzel, Professor of International Politics and Law
A.B., Columbia University; Ph.D., Oxford University; J.S.D., Bonn
University; Certificate, Hague Academy of International Laws

George M. Woytanowitz, Assistant Professor of Education
A.B., College of St. Thomas; M.S., University of Chicago; Ph.D., John
Hopkins University

Silas H. L. Wu, Professor of History
A.B., National Taiwan University; A.B., University of California at
Berkeley; A.M., Yale University; Ph.D., Columbia University

Chai Hyun Yoon, Professor of Biology
A.B., Alma College; Ph.D., Ohio State University

William Youngren, Associate Professor of English
A.B., A.M., Ph.D., Harvard University

Frederick J. Zappala, Associate Professor of Management (Ac-
counting), Chairman of the Department
B.S.B.A., Boston College; M.B.A., University of Pennsylvania; C.P.A.,
Massachusetts

Georges Zayed, Professor of Romance Languages and Literatures
L.esL., M.esL., University of Cairo; Doctorat d'Etat, Sorbonne

John L. Zimka, Lecturer of Management (Accounting)
B.A., A.M., New York University

Hiller B. Zobel, Professor of Law
A.B., Harvard University; LL.B., Harvard Law School

Directors in Academic Area

- Barry A. Bluestone**, Ph.D.
Director of Social Welfare Regional Research Institute
- Louise M. Clark**, B.S.
Director of Admissions, The Law School
- Margaret K. Dever**, Ed.M.
Director of Programs for Women
- James F. Flagg**, Ph.D.
Director of Graduate Fellowships and Junior Year Abroad
- Charles F. Flaherty**, B.S.
Director of University Research
- Albert M. Folkard**, A.M.
Director, Honors Program
- Marc A. Fried**, Ph.D.
Director of Psycho-Social Research
- Lorraine Kinnane**, A.M.
Director of Office of Testing Service
- Rev. Richard P. McBrien**, Ph.D.
Director of Institute of Religious Education and Service
- John McKiernan**, M.B.A.
Director of Management Institute
- Robert Bloom**, J.D.
Director of Urban Legal Laboratory
- Matthew L. Pisapia**, M.S.W.
Director of Social Work Field Experience
- Leo F. Power**, M.B.A.
Director of Space Data Analysis Laboratory
- Daniel M. Rohrer**, A.M.
Director of Forensics
- James W. Skehan, S.J.**, Ph.D.
Director of Weston Observatory

Admissions Office

- James J. Scannell**, Ph.D. (Cand.)
Director of Admissions
- Patricia A. Casey**, A.B.
Associate Director of Admissions
- William A. Gerson**, A.M.
Program Director for Faculty, Alumni, Students
- Ellen M. McGee**, A.M.
Program Director for Transfer Admissions
- Edmond D. Walsh, S.J.**, A.M.
Associate Dean of Admissions and Financial Aid

Registrar's Office

- William T. Griffith**, Ph.D.
University Registrar
- Louise M. Lonabocker**, Ed.M.
Associate University Registrar
- John P. Lopez**, M.B.A.
Program Director for Systems and Records

Financial Aid Office

- J. Stephen Collins**, Ph.D.
Director of Financial Aid
- Robert Turner**, M.S., M.B.A.
Associate Director of Financial Aid

- Patricia Hurley**, Ph.D. (Cand.)
Program Director for Student Employment

Libraries

- Thomas F. O'Connell**, M.L.S.
University Librarian
- Jan T. Boyce**, M.L.S.
Chief Reference Librarian
- Leigh Chatterton**, M.L.S.
Serials Librarian
- H. Lawrence Durant**, M.S.
Chief Catalog Librarian
- Stephen Morrison**, L.L.B.
Chief Librarian, The Law School
- Edward Rosenfeld**, M.S.
Head Acquisitions Librarian
- John D. J. Slinn**, A.L.A.
Bapst Librarian
- Mary L. Pekarski**, B.S.
Chief Librarian, The School of Nursing
- Clifford F. McElroy**, M.L.S.
Chief Librarian, Science
- Harriet Nemiccolo**, M.L.S.
Chief Librarian, The School of Social Work

Directors in Academic Area

Directors in University Area

- John D. Beckwith**, A.B.
Director of Purchasing
- Catherine H. Briel**, M.B.A.
Controller
- Donald Brown**, M.Ed.
Director of Minority Student Programs
- John M. Callahan**, B.S.
Director of Dining Services
- Richard Collins**, A.B.
Director of Housing
- James J. Daley**, M.A.
Director of Safety, Security and Telecommunications
- Michael Driscoll**, M.B.A.
Director, Student Loans and Accounts
- John Dunnet**, B.S.
Director of Internal Audit
- John G. Durkin**, B.A.
Bookstore Manager
- William J. Flynn**, M.Ed.
Director of Athletics
- Bernard W. Gleason, Jr.**, M.B.A.
Director of Management Information Systems
- Rev. Edward J. Hanrahan, S.J.**
Dean of Students
- Alice Jeghelian**, Ph.D.
Director of Affirmative Action
- James P. Kennedy**, B.B.A.
Director of University Budgets

Joseph F. MacSweeney, B.A.

Director of Plant Services

Arnold F. Mazur, M.D.

Director of Health Services

Rev. Francis B. McManus, S.J.

Faculty Moderator of Alumni

Edward D. Miller, M.B.A.

Director of Public Relations

Francis F. Mills

Director of Financial Planning

Fred B. Mills, M.B.A.

Director of University Policies and Procedures

Alfred G. Pennino, B.S.

Director of Buildings and Grounds

Fred J. Pula, Ed.D.

Director of University Audio-Visual Services

Rev. Joseph L. Shea, S.J.

Faculty Representative to Athletics

John E. Steele, M.C.S.

Director of Career Planning and Placement

Leo V. Sullivan, B.S.

Director of Personnel

Roderick V. Wallick, M.B.A.

Director of Space Management

Carole L. Wegman, A.M.

Director of Student Activities

John F. Wissler, M.B.A.

Executive Director of Alumni Association

University Counseling Services

Weston M. Jenks, Jr., M.A., M.Ed.

Director

David John Smith, Ph.D.

Associate Director

Barry Reister, Ph.D.

Assistant Director

Eugene M. L. Taylor, Ph.D. (Cand.)

Assistant Director

Sandra L. Crump, M.Ed.

Staff Psychologist

John Hennessy, Jr., C.A.E.S.

Staff Psychologist

Christine Merkle, Ph.D.

Staff Psychologist

Anne Pulsifer, Ph.D.

Staff Psychologist

Wendy Sobel, Ph.D.

Staff Psychologist

Course Descriptions



Course Numbers and Codes

The alphabetic prefix indicates the department or program offering the course. The number indicates the level of the course.

000-299 – Courses for undergraduate registration

300-699 – Courses for undergraduate and graduate registration. For Education courses, this range is 300-399

700-999 – Courses for graduate registration

(F; 3) or (S; 3) A 3-credit course that will be offered either in the Fall or in the Spring.

(F, S; 3) One course which will be offered in the Fall and in the Spring, but may be taken only once for 3 credits.

(F, S; 3, 3) A two-semester course that can be taken both semesters for a total of 6 credits.

American Studies (As)

The following courses are sponsored by the American Studies program. Students, under the guidance of faculty advisors, select the remainder of their courses from offerings given by the participating departments that bear upon the study of American culture. The participating departments represented on the American Studies Committee include Economics, English, History, Political Science, and Sociology. Suitable courses are also mounted periodically by Fine Arts, Philosophy, and Speech Communication and Theatre.

As 374 (Hs 374) Film in American Culture

An interdisciplinary course which examines how films reflect the thoughts and values of the period that produces them. The primary focus is on history and film; but literature, sociology, music, drama, and dance are also incorporated. Topics covered include film language, blacks in film, women in film, the gangster as an American myth, and the West as an American myth. Films used previously include *The Gold Rush*, *Public Enemy*, *Cosoblonco*, and *Hollywood on Trial*.

As 724 Graduate Core Colloquium: An Introduction to The Literature of American Studies (F; 3)

The colloquium considers a wide range of readings that represent key avenues of approach to the interdisciplinary study of culture. Additional time will be spent examining the nature of the field of American Studies and its present state. The focus is on discussion; but there is also a final assignment for each student to submit a design for the Master's Essay that will complete the graduate degree program.

As 990 Graduate Core Seminar (S; 3)

A workshop opportunity for Master's students who have completed the Core Colloquium. Members of the seminar will present findings and offer helpful critiques of others' work. The seminar also serves as a focal point for other scholarly undertakings sponsored by the American Studies program.

Biology (Bi)

An asterisk after a course title indicates that a course carries a laboratory fee.

Bi 100 Survey of Biology I (F; 3)

A survey of Biology without laboratory, designed for students who have had no previous courses in biology. The course mainly discusses man with emphasis on the following areas: cellular structure, function, chemistry, and the anatomy and physiology of the major organ systems of the body and how they are influenced by internal and external factors. Three lectures per week. The Department

Bi 102 Survey of Biology II (S; 3)

A continuation of Bi 100. The topics discussed are: development, classical and molecular genetics, evolution, ecology, and behavior.

The Department

Bi 110 General Biology I (F; 3)

A course designed to bring to the attention of students the relevance of biology to everyday life and to illustrate application of the scientific method to problems of biology. Living organisms are considered with respect to their function in isolation (topics discussed include diversity, physiology, metabolism, genetics, and development), and their function in association (topics discussed include behavior, population dynamics, ecology, evolution). Three lectures per week.

The Department

Bi 111 General Biology Laboratory I* (F; 1)

Required of students taking Bi 110. One two-hour laboratory period per week.

The Department

Bi 112 General Biology II (S; 3)

A continuation of Biology 110.

The Department

Bi 113 General Biology Laboratory II* (S; 1)

Required of all students taking Bi 112. One two-hour laboratory period per week.

The Department

Bi 130 Anatomy and Physiology I (F; 3)

An intensive introductory course designed to bring out the correlations between the structure and functions of the various body systems. Each system discussed is treated from microscopic to macroscopic levels of organization. The course is intended for students preparing for a career in nursing. A limited number of other students may be admitted only with permission of the instructor.

Roymond E. Sicord

Bi 131 Anatomy and Physiology Laboratory I* (F; 1)

Laboratory exercises intended to familiarize the students with the various structures and principles discussed in Bi 130 through the use of anatomical models. Physiological experiments and limited dissection. One two-hour laboratory period per week. Required of students taking Bi 130.

Roymond E. Sicord

Bi 132 Anatomy and Physiology II (S; 3)

A continuation of Bi 130.

R. Douglas Powers

Bi 133 Anatomy and Physiology Laboratory II* (S; 1)

A continuation of Bi 131. Required of students taking Bi 132.

R. Douglas Powers

Bi 210 Introductory Biology I (F; 3)

Prerequisite: Ch 109-110

An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Three lectures per week. Required for biology majors.

Jonothon Goldthwoite

Bi 211 Introductory Biology Laboratory I* (F; 1)

One three-hour laboratory period per week. Required of all students taking Bi 210.

Mory Albert

Jonothon Goldthwoite

Bi 212 Introductory Biology II (S; 3)

Prerequisite: Ch 109-110

A continuation of Bi 210. Required for biology majors.

Morio L. Bode

Bi 213 Introductory Biology Laboratory II* (S; 1)

One three-hour laboratory period per week. Required of all students taking Bi 212.

Mory Albert

Morio L. Bode

Bi 220 Microbiology (F; 2)

A study of the basic physiological and biochemical activities of microorganisms; effective methods of destruction; mechanisms of drug action on microorganisms; and the application of serological and immunological principles in nursing. Two lectures per week. Primarily for students interested in a career in nursing; others are admitted with permission of the instructor.

Elinor M. O'Brien

Bi 221 Microbiology Laboratory* (F; 1)

One two-hour laboratory period per week. To be taken in conjunction with Bi 220.

Elinor M. O'Brien

118 / Description of Courses

BIOLOGY

Bi 300 Genetics (F, S; 3)

Prerequisite: Bi 210-212

This is an introductory course in the principles and physical basis of heredity, which will include a discussion of the concepts of theoretical and applied genetics. Three lectures per week. Required for biology majors.

William H. Petri
Yu-Chen Ting
Choi H. Yoon

Bi 301 Genetics Laboratory* (F, S; 1)

To be taken in conjunction with Bi 300. One three-hour laboratory per week. Required for biology majors.

William H. Petri
Yu-Chen Ting
Choi H. Yoon

Bi 310 Bacteriology (F, S; 3)

Prerequisites: Bi 210-212, Ch 231-232

A study of microorganisms as examples of independent cellular life forms, as agents of disease and as contributors to the environment of plants, animals, and man. Three lectures per week. Required for biology majors.

James J. Gilroy
Chester S. Stochow

Bi 311 Bacteriology Laboratory* (F, S; 1)

To be taken in conjunction with Bi 310. One three-hour laboratory per week. Required for biology majors.

James J. Gilroy
Chester S. Stochow

Bi 406 Cell Biology (F, S; 3)

Prerequisite: Bi 210-212

Cellular and molecular aspects of selected biological processes will be covered. Topics will include the immune system, effects of animal viruses on cells, cell prototypes and specialized functions of animal cells.

Mourice Liss

Bi 410 From Cells to Chromosomes (F; 3)

Prerequisites: Bi 210-212, Ch 109-110

The cells and their organelles, with special emphasis on structural, functional and hereditary aspects. Three lectures per week.

Yu-Chen Ting

Bi 411 From Cells to Chromosomes Laboratory* (F; 1)

To be taken in conjunction with Bi 410. One three-hour laboratory period per week. Required of all students taking Bi 410.

Yu-Chen Ting

Bi 420 Comparative Vertebrate Embryology (F; 3)

A study of the anatomy and physiology of reproduction, gametogenesis and the early stages of development of the chick and mammalian embryo.

Wolter J. Fimion, Jr.

Bi 426 Comparative Vertebrate Morphogenesis (S; 3)

The basic principles of vertebrate morphogenesis, with emphasis on evolutionary history, comparative anatomy, and embryological development.

Mory Albert

Bi 427 Comparative Vertebrate Morphogenesis Laboratory* (S; 1)

Laboratory exercises to accompany Bi 426. Required of all students taking Bi 426.

Mory Albert

Bi 430 Histology (S; 3)

A study of human tissues and organs by means of the microscope; the correlation of histology to gross anatomy, physiology, biochemistry, embryology, and pathology. Kodachromes are used during lectures to illustrate some of these principles. There will be motion pictures on gross anatomy, cytology and surgery. Three lectures per week.

Allyn H. Rule

Bi 431 Histology Laboratory* (S; 1)

One three-hour laboratory period per week. Required of all students in Bi 430.

Allyn H. Rule

Bi 440 Molecular Biology (F; 3)

Prerequisites: Bi 210-212, Ch 231-232

An introduction to the study of the structure, synthesis and function of nucleic acids and proteins. Topics will include methods for studying the structure of macromolecules, synthesis, structure and function of nucleic acids and proteins, kinetics and mechanism of enzyme action and biochemical regulatory mechanisms. Three lectures per week.

Donold J. Plocke, S.J.

Bi 442 Principles of Ecology (F; 3)

Prerequisites: Bi 210-212, Ch 109-110 or permission of instructor

Readings in and discussion of principles and concepts in modern ecological theory.

To Be Announced

Bi 444 Metabolism (F; 3)

Prerequisites: Bi 210-212, Ch 109-110, Ch 231-232

Chemical composition and function of cells and organelles and the methods used to study them, biochemical catalysis and energetics, and pathways for synthesis and degradation of selected cell constituents. This will form the basis for a discussion of internal regulation and adaptive mechanisms in living organisms.

Offered 1980-1981

Morio L. Bode

Bi 450 Principles of Physiology (F; 3)

Prerequisite: Bi 310

A study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems will be studied, with emphasis on cardiovascular, respiratory and renal function and the endocrine regulation of metabolism.

R. Douglas Powers

Bi 458 Plant Biology (F; 3)

Beginning with a discussion of the major evolutionary trends in plants, the course will study blue-green algae, slime molds and fungi, followed by a discussion of eucaryotic algae, mosses and primitive tracheophytes and concluding with a survey of the gymnosperms and angiosperms.

Mory Albert

Bi 460 Understanding Evolution (S; 3)

The philosophical and theological aspects of evolution in general will be treated, followed by a scientific treatment of the origin of life.

William D. Sullivan, S.J.

Bi 461-463 Undergraduate Research* (F, S; 3, 3)

Prerequisite: Permission of the chairperson

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

The Department

Bi 465-467 Advanced Undergraduate Research* (F, S; 3, 3)

Seniors who have completed at least one semester of undergraduate research may enroll in this course with the permission of the chairperson.

The Department

Bi 470 Introduction to Biochemistry (S; 3)

Prerequisite: Ch 231-232

A study of the biochemistry of carbohydrates, lipids, nucleic acids, proteins, enzymes and coenzymes. Certain aspects of electron transport, bioenergetics, gene action, control mechanisms and macromolecular biosynthesis will also be included. Two seventy-five minute lectures per week.

Joseph A. Orlando

Bi 471 Introduction to Biochemistry Laboratory* (S; 1)

Laboratory exercises to accompany Bi 470.

Joseph A. Orlando

Bi 490 Tutorial in Biology (F, S; 3)

Prerequisite: Permission of the instructor and chairperson

A directed study through assigned readings and discussions of various areas of the biological sciences.

The Department

Bi 493-495 Current Concepts in Cancer Chemotherapy* (F, S; 3, 3)

Prerequisite: Permission of instructor

A laboratory course for juniors and seniors interested in learning some of the specific techniques of cancer research. Group meetings once a week and meetings with each student individually two or three times a week.

William D. Sullivan, S.J.

Bi 496-498 Seminar in Carcinogenesis (F, S; 1, 1)

Prerequisite: Bi 493, which may be taken concurrently

Various biochemical, immunological and therapeutic studies will be reviewed.

William D. Sullivan, S.J.

Bi 510 General Endocrinology (S; 3)

Prerequisite: Consent of instructor

A study of phylogenesis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and hormone action including clinical considerations. Two two-hour lectures per week.

Jolone Solomon

Bi 520 Plant Physiology (S; 3)

Prerequisite: Bi 210-212

A structural and functional study of physiological processes in developing and mature plants. Topics include nutrition, vascular transport, photosynthesis; and the regulation of growth, differentiation, flowering and aging by environmental and hormonal factors. Agricultural, ecological and industrial applications of these topics are pointed out. Two lectures per week and a term paper.

Jonothon Goldthwaite

Bi 521 Plant Physiology Laboratory* (S; 1)

One three-hour laboratory per week. Optional, can be taken in conjunction with Bi 520.

Jonothon Goldthwaite

Bi 538 Biology of Cell Cycle (F; 3)

A study of growth and division of exponential, synchronous and selected cell cultures will be studied. DNA, RNA and protein synthesis in prokaryotes and eukaryotes during the cycle will be discussed. Division controls will also be reviewed.

William D. Sullivan, S.J.

Bi 540 Immunology (F; 3)

Prerequisites: General Biology, Inorganic Chemistry

The biology of the immune response: cell-cell interactions, antibody synthesis, the immunoglobulins, evolution of self recognition vs. nonself (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity. The course will consist of a series of lectures, group seminars and guest speakers. Two seventy-five minute lectures per week.

Allyn H. Rule

Bi 550 Human Heredity (F; 3)

Prerequisites: General Biology, Genetics or the permission of the professor

The study of heredity: mammalian chromosome mapping, genes, mutations, translocations, also: sex determination, sexlinked genes, sex influenced characteristics, lethal genes, blood groups, paternity and race; biochemical genetics and genetic counseling. This course will consist of a series of lectures, problem sets and invited guest lecturers. Three lectures per week.

Allyn H. Rule

Bi 552 Neurobiology (S; 3)

Prerequisite: Permission of instructor

The development, structure, and function of the nervous system. A study of factors influencing neurogenesis, organization of the nervous system, electrochemical behavior of nervous tissue, inter and intracellular communication and neuroendocrine interactions.

Roymond E. Sicord

Bi 556 Developmental Biology (S; 3)

Modern aspects of developmental biology with emphasis on molecular and cellular interaction in developmental processes.

William H. Petri

Bi 560 Biological Statistics (S; 3)

A discussion of probability, chi-square, T-distribution and Poisson distribution, as well as various correlations. Offered biennially, Spring 1981.

Choi H. Yoon

Bi 561 Biological Statistics Workshop (S; 1)

Required of all undergraduates enrolled in Bi 560.

Choi H. Yoon

Bi 600 Biochemistry (F; 3)

Physical and chemical properties of proteins and nucleic acids; enzymology; chemistry and metabolism of carbohydrates, lipids, amino acids and nucleotides; control mechanisms and biosynthesis of nucleic acids and proteins. Two lectures per week.

Joseph A. Orlondo

Bi 601 Biochemistry Laboratory* (F; 2)

One laboratory period per week. To be taken in conjunction with Bi 600.

Joseph A. Orlondo

Bi 606 Biophysical Chemistry (S; 3)

Lectures on the properties and functional and interrelationships of proteins and nucleic acids with emphasis on the principal physicochemical techniques used for the study of macromolecules.

Donold J. Plocke, S.J.

Bi 640 Advanced Topics in Cells and Molecules (S; 3)

Prerequisite: Bi 600

Selected aspects of biochemistry, immunology and cell biology. Two seventy-five minute seminars per week.

Mourice Liss

Bi 654 Developmental Genetics (F; 3)

Prerequisites: Bi 300 and 456, or permission of instructor

A review of the major questions in developmental biology with a consideration of the necessity for genetic analysis to answer those questions. Specific examples of current research including pattern formation, hormonal control of development, determination and differentiation, transdetermination, totipotence and differential gene activity.

William H. Petri

Bi 656 Developmental Physiology (S; 3)

Prerequisites: Bi 420 or 556, and 450, or their equivalent

Detailed study of current topics in developmental physiology including cellular and tissue interactions during embryogenesis, dynamics of morphogenetic movements and pattern formation in morphogenetic fields. Offered biennially, Spring 1981.

Roymond E. Sicord

Bi 658 Advanced Physiology (F; 3)

A study of physiological control mechanisms. Emphasis is on the structure and function of the mammalian cell membrane, its role in the maintenance of cellular and organismic homeostasis, and its importance in the regulation reproduction.

R. Douglas Powers

Bi 660 Advanced Genetics (S; 3)

A discussion of selected topics in genetics. Offered biennially, Spring 1980.

Choi H. Yoon

Bi 662 Pathophysiology (S; 3)

Prerequisite: Bi 450 or its equivalent

This course will attempt to generate an understanding of the nature of the pathologic state. Discussion will be made of the altered functional status existing during disease. In addition, various mechanisms leading to these dysfunctions will be studied. Offered biennially, Spring 1980.

Roymond E. Sicord

Bi 710 Radiation Biology and Isotope Methodology* (F; 2)

A study of the types of radiation in the electromagnetic spectrum and unstable isotopes, their physical and photochemical biological reactions, their biological and medical applications, and the precautions necessary for their utilization. Handling of radioactive materials, precautions necessary, use and principle of various detection systems and basic exercises in radioassay. Two lectures and one laboratory period per week.

Wolter J. Fimion, Jr.

Bi 742 Biology of Ultrastructure (S; 2)

The assembly, continuity and exchanges in certain cytoplasmic membrane systems; the origin and continuity of mitochondria, plastids, golgi apparatus, microtubules, endoplasmic reticulum and other ultrastructural changes during the cell cycle and division will be discussed. Two lectures per week.

William D. Sullivan, S.J.

Bi 743 Laboratory in the Biology of Ultrastructure* (S; 2)

A training course in the physics and mathematics of EM operation, embedding, knife making, sectioning, formvar and carbon coating, shadow casting, staining, radioautography and interpretation of electron micrographs. To be taken only in conjunction with Bi 742.

William D. Sullivan, S.J.

Bi 750 Bacterial Physiology and Metabolism (F; 3)

Prerequisite: Bi 600 and Bi 310, or consent of the instructor

A study of bacterial organelles, their molecular structure, function and biosynthesis. Metabolic reactions peculiar to bacteria, viz., fermentations and autotrophic functions are studied. Two lectures per week. Offered biennially, Fall 1979.

James J. Gilroy

Bi 760 Biochemical Control Mechanisms (S; 3)

Prerequisite: Bi 600 or equivalent

Regulation and biochemistry of enzyme, RNA and DNA synthesis. Problems dealing with the kinetics and physical properties of allosteric enzymes will be discussed. Three lectures per week.

Chester S. Stochow

Bi 799 Readings and Research (F, S; 3, 3)

By arrangement

The Department

120 / Description of Courses

BIOLOGY

Bi 801 Thesis Seminar (F, S; 3, 3)

A research problem for M.S. candidates of an original nature under the direction of a member of the staff.
By arrangement *The Department*

Bi 802 Thesis Direction* (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed. By arrangement. *The Department*

Bi 814 Seminar in Bacterial Metabolism (F; 2)

Special topics in Bacterial Metabolism. Offered biennially, Fall 1980. *James J. Gilroy*

Bi 816 Seminar in Metabolic Interrelations (F; 2)

A study of metabolism on the cellular, tissue and organism levels. Offered biennially, Fall 1979. *Joseph A. Orlando*

Bi 818 Current Topics in Virology (F; 2)

Presentation and discussion of selected papers in virology, with emphasis on animal viruses. Offered biennially, Fall 1979. *Maurice Liss*

Bi 820 Seminar in Cytogenetics (F; 2)

Discussions on current developments in cytogenetics. Offered biennially, Fall 1980. *Yu-Chen Ting*

Bi 824 Seminar in Physiology (F; 2)

Discussion of recent topics in mammalian physiology with emphasis on the regulation of reproduction. Offered biennially, Fall 1979. *R. Douglas Powers*

Bi 826 Seminar in Pathophysiology (F; 2)

Prerequisite: Bi 662 or permission of instructor
Discussion of current problems in and approaches to pathologic physiology. Offered biennially, Fall 1980. *Raymond E. Sicard*

Bi 828 Seminar on the Functional Role of Metals in Biological Systems (S; 2)

A study of the role of metals in proteins and nucleic acids, with emphasis on structure-function interrelationships. Offered biennially, Spring 1981. *Donald J. Plocke, S.J.*

Bi 844 Seminar in Heredity (S; 2)

Discussion of current topics in genetics. Offered biennially, Spring 1981. *Choi H. Yoon*

Bi 848 Cellular Immunology (F; 2)

A discussion of cells, cell receptors and cell products involved in the immune response, delayed hypersensitivity, immediate hypersensitivity, and clotting. Offered biennially, Fall 1979. *Allyn H. Rule*

Bi 852 Current Topics in Plant Physiology (S; 2)

Reading, seminar reports, and discussion of selected aspects of current research in experimental plant science. Offered biennially, Spring 1980. *Jonothan Goldthwaite*

Bi 856 Immunochemistry of Antigens (S; 2)

Prerequisite: Immunology or permission of instructor
Seminars related to antibody classes, their structure, active sites, function and synthesis; the evolution of antibody synthesis, allotype and idiotypy. Offered biennially, Spring 1980. *Allyn H. Rule*

Bi 858 Immunochemistry of Antibodies (S; 2)

Prerequisite: Immunology or permission of instructor
Seminars pertaining to antigens, their specific determinants and their interactions with antibodies. Quantitative immunochemical methods for measurement of antigen-antibody reactions, the free energy of Ab-Ag interactions, and mechanisms involved in protein-protein interactions. Offered biennially, Spring 1981. *Allyn H. Rule*

Bi 860 Seminar in Molecular Biology and Genetics of Bacteriophage (S; 2)

Study of recent advances in bacteriophage, genetics and replication. Offered biennially, Spring 1980. *Chester S. Stochow*

Bi 862 Current Topics in Biochemistry (F; 2)

Discussion of recent developments in the area of biochemistry. Offered biennially, Fall 1980. *Maria L. Bade*

Bi 864 Seminar in Developmental Biology (S; 2)

Prerequisites: Bi 654 and 656 or permission of instructor
Discussion of current advances being made in the field of developmental biology. Offered biennially, Spring 1980. *William H. Petri*
Raymond E. Sicard

Bi 878 Seminar in Reproduction (S; 2)

Genetic and hormonal determinants of embryonic and perinatal development will be discussed. The roles of chromosomes and hormones in expression of adult anatomy and behavior will also be discussed. Offered biennially, Spring 1981. *Jolane Solomon*

Bi 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

The Department

Black Studies (Bk)

Bk 102 African American Literature (F, S; 3)

The aim of this course, is to select and study modern poetry written by African poets which embodies, from an historical and cultural perspective, the African experience. *J. Gant*

Bk 104 Caribbean Literature (F, S; 3)

The aim of this course, is to select and study modern poetry written by Caribbean poets which embodies, from an historical and cultural perspective, the Caribbean experience. *J. Gont*

Chemistry (Ch)

An asterisk after a course title indicates that a course carries a laboratory fee. All courses numbered Ch 500 through Ch 999 have as a prerequisite previous courses in organic, analytical and physical chemistry.

Ch 101 Fundamentals of Chemistry (F; 3)

Prerequisite: One year of high school chemistry
A course for non-science majors for whom chemistry or a laboratory science is a requirement. The course treats basic chemical concepts and principles drawn from the area of general chemistry. The course is applicable to the University Core requirement. Corequisite Ch 103. *E. Joseph Billo*

Michael T. Sobus, S.J.
John R. Trzosko, S.J.

Ch 102 Fundamentals of Organic Chemistry (S; 3)

Prerequisite: One year of high school chemistry
A one semester course designed for non-science majors for whom chemistry or a laboratory science is a requirement. It deals with organic and biochemistry including a study of the structures, reactions and metabolisms of protein, carbohydrates and lipids. The course is applicable to the University Core. Corequisite Ch 104. *Joseph Hajdu*

Robert F. O'Molloy
Michael T. Sobus, S.J.

Ch 103 Fundamentals of Chemistry Laboratory* (F; 1)

Laboratory required of all students enrolled in Ch 101. One two-hour period per week. *E. Joseph Billo*

Michael T. Sobus, S.J.
John R. Trzaska, S.J.

Ch 104 Fundamentals of Organic Chemistry Laboratory* (S; 1)

Laboratory required of all students enrolled in Ch 102. One two-hour period per week. *Joseph Hojdu*

Robert F. O'Molloy
Michael T. Sobus, S.J.

Ch 105-106 Chemistry and Society (F, S; 3, 3)

A course designed exclusively for those not majoring in the natural sciences. The structure and methodology of science as exemplified by chemistry is treated along with the practical effects of chemistry upon society. The application of chemical principles to environmental problems will be stressed. No prior knowledge of chemistry is required and the use of mathematics is minimal. No laboratory required. The course is applicable to the University Core requirement.

Irving J. Russell

Ch 109-110 General Chemistry (F, S; 3, 3)

Prerequisite: One year of high school chemistry

The course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of inorganic chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table. The course is applicable to the University Core requirement. Corequisite Ch 111-112.

André J. deBéthune

Evan R. Kantrowitz

Kenneth M. Nicholas

Clorence C. Schubert, S.J.

John R. Trzasko, S.J.

Ch 111-112 General Chemistry Laboratory* (F, S; 1, 1)

Laboratory required of all students enrolled Ch 109-110. One three-hour period per week.

André J. deBéthune

Evan R. Kantrowitz

Kenneth M. Nicholas

Clorence C. Schubert, S.J.

John R. Trzasko, S.J.

Ch 117-118 Principles of Chemistry (F, S; 3, 3)

Prerequisite: One year of high school chemistry

Physical principles of chemistry and their applications will be stressed, with emphasis on molecular structure, spectroscopy, thermodynamics and equilibria. Enrollment is determined by the Department. The course is applicable to the University Core requirement. Corequisite Ch 119-120.

David L. McFadden

Robert F. O'Malley

Ch 119-120 Principles of Chemistry Laboratory* (F, S; 1, 1)

Laboratory required of all students enrolled in Ch 117-118. One three-hour period per week.

David L. McFadden

Robert F. O'Malley

Ch 151 Applications of Science I-Communication (F; 3)

The course is designed primarily for those not majoring in the natural sciences. Chemical and physical principles and devices of communication technology will be discussed, including the telegraph, telephone, radio, sound reproduction, television, semiconductors and lasers. Electromagnetic theory will be explained and the operation of the electromagnetic devices will be described. Through individual projects, each student will explore the role of communication technology in a field of one's own interest. A previous science background is not required, and the use of mathematics will be kept to a minimum. The course is applicable to the University Core requirement.

Poul Dovidovits

Ch 152 Applications of Science II-Energy (S; 3)

A course designed exclusively for those not majoring in the natural sciences. Energy will be explored as a natural phenomenon and the different types will be examined: mechanical work, kinetic and potential energy, heat and thermal energy, electrical, chemical (molecular) and nuclear energy. The sources of energy; solar, wind and water power, fossil fuels and nuclear fuels will be reviewed. The laws of conservation and dissipation of energy and the concept of entropy will be discussed. The politics and economics, as well as the history, of the concept of energy will be touched upon. The use of mathematics will be kept to a minimum. Each student will undertake an individual project in an energy area of one's own interest, but intended as a contribution to a possible solution of our national and international energy problems. The course is applicable to the University Core requirement.

André J. deBéthune

Ch 231-232 Organic Chemistry (F, S; 3, 3)

Prerequisites: Ch 109-110 or Ch 117-118

An introduction to the chemistry, properties, and the uses of organic compounds. Correlation of structure with properties, reaction

mechanisms, and modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds. Corequisite Ch 233-234.

O. Francis Bennett

Joseph Bornstein

Joseph Hajdu

Dennis J. Sardella

George Vogel

Ch 233-234 Organic Chemistry Laboratory* (F, S; 1, 1)

Laboratory required of all students enrolled in Ch 231-232. One four-hour period per week. Corequisite Ch 231-232. Students must select the laboratory section corresponding to the lecture section.

O. Francis Bennett

Joseph Bornstein

Joseph Hajdu

Dennis J. Sardella

George Vogel

Ch 341 Determination of Organic Structures (F; 4)

Prerequisite: Ch 231-232

The course is designed to introduce the student to the methodology of organic chemical research while at the same time affording him or her a deeper insight into the chemical and physical properties of functional groups. The elucidation of the structures of a number of organic compounds is carried out by a combination of classical and modern instrumental methods; separative techniques as well as small-scale degradative and synthetic experimentation are stressed in the process. Practice in the carrying out of literature searches and in the solution of numerous textbook problems in structural organic chemistry are additional features of the course. Corequisite Ch 343.

O. Francis Bennett

Ch 343 Determination of Organic Structure Laboratory* (F; 0)

Laboratory required of all students enrolled in Ch 341. Two four-hour laboratory periods per week. Corequisite Ch 341.

O. Francis Bennett

Ch 351-352 Analytical Chemistry (F, S; 4, 4)

Prerequisite: Ch 109-110 or Ch 117-118

A study of the fundamental chemical laws and the theory of solutions as applied to analytical chemistry. Volumetric and gravimetric methods will be emphasized in the first semester and instrumental procedure in the second semester. Corequisite Ch 353-354.

E. Joseph Billo

Ch 353-354 Analytical Chemistry Laboratory* (F, S; 0, 0)

Laboratory required of all students enrolled in Ch 351-352. One four-hour period per week. Corequisite Ch 351-352.

E. Joseph Billo

Ch 391-392 Undergraduate Research (F, S; 3, 3)

Prerequisites: Ch 109-110 or Ch 117-118, Ch 231-232, Mt 100-101, and the consent of the chairperson of the department. Ch 591-592 cannot be taken concurrently.

Undergraduates who have shown exceptional ability engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques. A written report and an oral presentation are required.

The Department

Ch 471-472 Introductory Physical Chemistry (F, S; 3, 3)

Prerequisites: Ch 109-110 or 117-118, Mt 100-101, Ph 211-212

A two-semester course for those not planning a career in chemistry. Topics treated include thermodynamics, kinetic theory and quantum mechanics with applications to systems of interest.

Yuh-kang Pan

Ch 475 Physical Chemistry I (F; 3)

Prerequisites: Ch 231-232, Mt 200-201, Ph 211-212

An introduction to the thermodynamics and kinetic theory of molecular systems.

Jeong-long Lin

Ch 476 Physical Chemistry II (S; 3)

Prerequisite: Ch 475

An introduction to reaction rate theory, quantum mechanics and spectroscopy as applied to atomic and molecular systems.

Jeong-long Lin

NOTE: All courses numbered Ch 500 through Ch 999 have as a prerequisite previous courses in organic, analytical and physical chemistry.

122 / Description of Courses

CHEMISTRY

Ch 520 Principles of Inorganic Chemistry (S; 3)

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects.

Michael J. Clarke

Ch 522 Inorganic Chemistry Laboratory* (S; 3)

A course in inorganic synthesis including characterization of the products.

Kenneth M. Nicholas

Ch 532 Chemistry of Macromolecules (S; 3)

The fundamental chemistry, properties, and importance of synthetic and naturally occurring macromolecules will be covered. Materials of biological interest will be included.

Not offered 1979-80

O. Francis Bennett

Ch 533 Organo-Sulfur and Selenium Chemistry (F; 3)

Recent developments of important sulfur and selenium reagents in organic synthesis.

Not offered 1979-80

O. Francis Bennett

Ch 534 Organic Synthesis (S; 3)

The most useful reactions of organic chemistry will be discussed in detail and practical applications made.

Joseph Bornstein

Ch 535 Physical Organic Chemistry (F; 3)

A survey of methods useful in determination of reaction pathways in organic chemistry.

Dennis J. Sardella

Ch 536 Organic Synthesis Laboratory* (S; 3)

Methods, techniques, and reactions used in the preparation of organic compounds that offer more than usual difficulty. One lecture and two laboratory periods per week.

Joseph Bornstein

Ch 536 Organic Spectroscopy (S; 3)

The theory and uses of infrared, nuclear magnetic resonance, mass, and ultraviolet spectroscopy in structural elucidation are discussed at a level above that of a beginning course in organic chemistry. No prior knowledge of the field is assumed.

George Vogel

Ch 551 Advanced Analytical Chemistry (F; 4)

A consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared and Raman spectrometry, fluorometry, x-ray methods, electroanalytical methods and gas chromatography. Three lectures and one four-hour laboratory per week. May not be taken without Ch 533.

Michael J. Clarke

Ch 553 Advanced Analytical Chemistry Laboratory* (F; 0)

Laboratory required of all students enrolled in Ch 551.

Michael J. Clarke

Ch 561 Biochemistry (F; 3)

Prerequisite: Ch 231-232. Recommended: Ch 351-352

A one-semester introduction to biochemistry. Topics will include structure, function and synthesis of proteins; energetics, kinetics and mechanisms of biochemical reactions; intermediary metabolism, biochemistry of nucleic acids, and the genetic code.

Evan R. Kantrowitz

Ch 564 Molecular Biochemistry (S; 3)

The course is intended for advanced students who have completed or are presently enrolled in an introductory biochemistry course such as Bi 470 or Ch 562. It deals with the physical organic aspects of biocatalysis. The basic principles of enzyme catalysis will be presented with considerable emphasis on methods of investigation of biochemical reaction mechanisms. Topics such as acid-base catalysis, isotope effects, noncovalent interactions, metal ion participation and the role of cofactors will be discussed, utilizing a number of enzymic as well as model reactions.

Joseph Hajdu

Ch 566 Bio-inorganic Chemistry (S; 3)

Discussion of the role of metals in biological systems. Behavior of metal ions in aqueous solution. Metal requiring enzymes. Interactions of metal ions with nucleic acids. Transport systems involving inorganic ions. Inorganic pharmaceuticals.

Michael J. Clarke

Ch 571 Physical Chemistry III (F; 3)

Prerequisite: Ch 476

An introduction to statistical thermodynamics and application of quantum mechanics to molecular systems.

Paul Davidovits

Ch 573 Quantum Chemistry and Molecular Structure (F; 3)

A development of the principles of quantum chemistry as they apply to inorganic and organic chemistry. Emphasis on the use of molecular orbital method and a discussion of group theory.

Yuh-kang Pan

Ch 574 Experimental Physical Chemistry* (S; 3)

One lecture and four hours of laboratory per week. Experiments will be chosen to illustrate physical chemical principles, to develop skills such as constructing circuits and apparatus, the use of vacuum techniques, and the operation and calibration of the instruments and to reproduce with good accuracy data available in the literature, as an introduction to experimental research.

Clarence C. Schubert, S.J.

Ch 576 Nuclear and Radiochemistry (S; 4)

The theory and practice of radiochemistry, including a review of radiochemical techniques and their applications to research in diverse fields, especially the environmental sciences. Corequisite Ch 578.

Irving J. Russell

Ch 576 Nuclear and Radiochemistry Laboratory* (S; 0)

Laboratory required of all students enrolled in Ch 576. One four-hour period per week.

Irving J. Russell

Ch 582 Non-aqueous Chemistry (S; 3)

An introduction to the theories of reactions in liquid, molten and solid systems. Solvent classification schemes, reaction mechanisms in selected solvents and practical applications presented.

John L. Harrison

Ch 583 Electrochemistry (F; 3)

A presentation of the principles of electrochemical processes with attention to historical developments, conceptual models and modern applications. Current electrochemical devices employing liquid, molten and solid systems are discussed (electrode operations, photovoltaics, batteries and fuel cells, membranes, electroorganic reactions and other selected topics).

John L. Harrison

Ch 591-592 Introduction to Chemical Research (F, S; 3, 3)

The essential feature of this course is an independent research project performed under the supervision of a faculty member. This is a two semester course and may not be taken for only one semester. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques. A written report is required at the end of the second semester.

The Department

Ch 671 Statistical Mechanics (F; 3)

The basic principles of classical and quantum statistical mechanics with applications to the equilibrium theory of gases, liquids and solids.

David L. McFadden

Ch 672 Quantum Mechanics (S; 3)

The fundamentals of wave and matrix mechanics, quantum theory of angular momentum, perturbation and variation methods are treated.

Yuh-kang Pan

Ch 720 Advanced Inorganic Chemistry I (S; 3)

A detailed discussion of the main group elements with emphasis on the periodic relationships, structural aspects and bonding.

Not offered 1979-80

Ch 721 Structure and Reactivity in Inorganic Chemistry (F; 3)

Discussion of structure and reactivity in inorganic chemistry. Intended for advanced students.

Kenneth M. Nicholas

Ch 724 Advanced Inorganic Chemistry II (S; 3)

A detailed discussion of the chemistry of the transition elements with emphasis on the structure, bonding and spectroscopic properties of their compounds.

Not offered 1979-80

Ch 725 Physical Methods in Inorganic Chemistry (S; 3)

A discussion of the application of group theory and spectroscopy to the bonding and structure of inorganic compounds.

Michael J. Clarke

Ch 731 Theoretical Organic Chemistry (F; 3)

A physical chemical approach to organic chemistry. The principles

of thermodynamics and classical and wave mechanics will be applied to the discussion of structure-reactivity relationships.
Not offered 1979-80

Ch 732 Organometallic Chemistry (S; 3)

An introduction to the chemistry of compounds with transition metal carbon bonds. Aspects of bonding, structure and synthetic utility will be stressed.
Kenneth M. Nicholos

Ch 734 Natural Products (S; 3)

A survey of the chemistry of naturally-occurring substances, such as steroids, terpenes and alkaloids. The structures determination, synthesis and biosynthesis of representative molecules will be discussed.

Not offered 1979-80

T. Ross Kelly

Ch 735 Advanced Organic Chemistry II (F; 3)

A survey of advanced topics of current interest in the field of synthetic organic chemistry.

Not offered 1979-80

Ch 770 Advanced Physical Chemistry-Dynamics (S; 3)

The principles of thermodynamics and statistical mechanics will be covered with applications to molecular systems and to chemical reactions. Experimental aspects of gas phase and solution kinetics will be reviewed.

Poul Dovidovits

Ch 773 Advanced Physical Chemistry-Structure (F; 3)

The principles of quantum mechanics will be covered with applications to atomic and molecular structure and to chemical bonding. The theory will be applied to the interpretation of chemical kinetics.

Not offered 1979-80

Ch 799-800 Reading and Research* (F, S; 2 or 3, 2 or 3)

A course required of Ph.D. matriculates for each semester on research.

The Department

Ch 801 Thesis Seminar* (F, S; 3, 3)

A research problem, requiring a thorough literature search and an original investigation under the guidance of a faculty member, for M.S. candidates.

The Department

Ch 802 Thesis Direction* (F, S; 0, 0)

A non credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

Ch 821 Inorganic Chemistry Seminar I (F; 3)

A series of discussions of topics of current interest in inorganic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in inorganic chemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lecturers will also participate.

Kenneth M. Nicholos

Ch 822 Inorganic Chemistry Seminar II (S; 3)

A continuation of Ch 821 with topics in nuclear and radiochemistry included.

Michael J. Clorke

Ch 831 Organic Chemistry Seminar I (F; 3)

A series of discussions of topics of current interest in organic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in organic chemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lecturers will also participate. More than one section of this seminar may be organized, each around a different area.

T. Ross Kelly

Ch 832 Organic Chemistry Seminar II (S; 3)

A continuation of Ch 831.

T. Ross Kelly

Ch 871 Physical Chemistry Seminar I (F; 3)

A series of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in physical chemistry. Discussions of research in progress in the Department will be included.

Poul Dovidovits

Ch 872 Physical Chemistry Seminar II (S; 3)

A continuation of Ch 871. More than one section of this seminar may be organized each around a different area.

Poul Dovidovits

Ch 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Classics (Cl)

Cl 010-011 Elementary Latin (F, S; 3, 3)

An intensive introductory course. No prerequisites. Open to all. May be taken to satisfy core requirements in "Foreign Language or Culture" cluster. Expository lectures, frequent quizzes, two examinations.

Dovid Gill, S.J.

Cl 020-021 Elementary Greek (F, S; 3, 3)

An intensive introduction to Classical Greek; no previous Greek required.

Eugene W. Bushola

Cl 052-053 Intermediate Greek (F, S; 3, 3)

A reading of masterpieces by such authors as Demosthenes, Plato, Euripides, Aristophanes, and/or lyric and bucolic poets.

Corl J. Thoyer, S.J.

Cl 056-057 Intermediate Latin (F, S; 3, 3)

Reading of selections from Ovid, *Ars Amatoria*, in the fall, and of passages from major prose stylists in the spring.

Lowell Edmunds

Cl 110 Medical Terminology (F; 3)

A study of the formation, meaning, and use of scientific terminology intended primarily for biology, pre-medical and pre-dental students. The subject matter will be those prefixes, suffixes, and verbal and substantive stems of Greek and Latin words which have been appropriated in the creation of English scientific vocabulary. No prerequisite. The only requirements are a textbook, an active memory, and noteworthy attendance. Though the course material will involve some simple linguistic principles of word formation, the prime concern will be to teach the rudiments of scientific terminology so that the student will be able to perceive at a glance the components of chiefly biological and medical words. Procedure for the course will be lectures, quizzes, a midsemester and a final examination. This course may be used to fulfill the core requirement in the "Foreign Language or Culture" cluster.

Eugene W. Bushala

Cl 200-201 Aeschylus (F, S; 3, 3)

A reading of the complete Greek Text.

By arrangement

Corl J. Thayer, S.J.

Cl 202-203 (En 376-377) Greek Drama in Translation (F, S; 3, 3)

A reading of Greek dramatic literature in English translation with study of relevant literary, mythological, historical, and philosophic questions.

Corl J. Thoyer, S.J.

Cl 208 (Hs 164) History of Rome (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The rise of Rome to World Domination with emphasis on politics and culture of the Republic and Empire.

To Be Announced

Cl 210 (Pl 218) (Th 372) The Greeks: Part I (F; 3)

An introduction for majors, prospective majors and for the intelligently curious in general—to the thought and values of the ancient Greeks through a study of the problem of religious morality as it appears in Homer, Hesiod and early poetry and in the dramatic and historical writers of the Fifth Century. How did the Greeks' belief in their gods influence the ways in which they behaved to one another? How did their ideas about the relation between religion and morality develop from the earliest times to the Classical Period and the beginnings of systematic reflection?

This is the first part of a two-part course. Either half may be taken alone. Both are designed to be suitable for students with no previous

124 / Description of Courses

CLASSICS

knowledge of Greek literature. The course may be used to fulfill the core requirement in the "Foreign Language or Culture" cluster.

Dovid Gill, S.J.

Cl 211 (Pl 219) (Th 373) The Greeks: Part II (S; 3)

Intended for the same audience as Part I, this course is essentially an introduction to Greek Philosophical Literature: the pre-Socratics, Plato and Aristotle. Again the theme will be that of the relation between belief in the gods and human morality: the Sophists' challenges to traditional beliefs, Plato's reply and new synthesis, Aristotle's version of a solution.

This part of the course can be taken without having taken Part I. Both parts are designed to be suitable for students with no previous knowledge of Greek Literature/Philosophy. Both may be used to fulfill the core requirement in the "Foreign Language or Culture" cluster.

David Gill, S.J.

Cl 212-213 (Fa 211:212) Art of the Ancient Mediterranean World (F, S; 3, 3)

The visual history and arts of the ancient Mediterranean world will be studied from the rise of civilizations along the Nile, in the Holy Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages.

The Fall Term will emphasize Greek Art to the beginning of the Roman Empire.

The Spring Term will be devoted to Roman Art in its broadest sense, beginning with Etruscan and Greek Italy in the Roman Republic.

Cornelius Vermeule

Cl 217 (En 217) Greek Epic in Translation (F; 3)

This course, which is open to all students, will offer an examination of two Greek epics, Homer's *Iliad* and *Odyssey*, in contemporary English translations. The objectives will be to acquaint the student with the legend of Troy and the historical background of both the legend and the composition of the epics and to examine the epics as literature from the aspects of structure, characterization, and theme. There will be lectures and class discussions, occasional quizzes on reading assignments, a midsemester, and a final examination.

Eugene W. Bushalo

Cl 223 (Hs 161) Greek History (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A history of Greek from the earliest times to the flowering of classical antiquity.

To Be Announced

Cl 230 (Pl 229) (En 378) Classical Mythology (S; 3)

Introduction to the principal gods, goddesses and heroes of the Greeks and Romans and the stories about them. Constant reference will be made to the legacy of classical mythology in Western art, literature and psychology.

Lowell Edmunds

Cl 318 Plato: Letters (F; 3)

A reading of the Greek text of the autobiographic letters.

By arrangement

Corl J. Thoyer, S.J.

Cl 319 Demosthenes: Public Orations (S; 3)

A reading of the Greek text of the public orations.

By arrangement

Corl J. Thoyer, S.J.

Cl 320 (Th 423) The Western Fathers (F; 3)

Prerequisite: Latin

Reading and interpretation of selected works of Latin Patristic writers, including Tertullian, Minucius Felix, Jerome, Augustine.

Morgaret Schatkin

Cl 323 (Th 425) The Greek Fathers (S; 3)

Prerequisite: Greek

The development of ancient Christian literature in the Greek Language from the Classical Models. Reading of selected portions.

Margart Schatkin

Cl 328-327 Readings in Latin Prose (F, S; 3, 3)

Reading of Cicero's Catilinarian Orations, and study of their place in history of the Catilinarian conspiracy.

Lowell Edmunds

Cl 336 Horace: The Odes (S; 3)

A reading in Latin of selected poems of Horace and an examination of his contributions to Roman poetry in respect to meter, poetic structure, tone, and thematic development.

Eugene W. Bushalo

Cl 370 Selections from Virgil (F; 3)

Reading, in Latin, of some famous passages in the *Eclogues*, *Georgics*, and *Aeneid* of Virgil. Although a knowledge of Latin at the intermediate level is presupposed, no previous familiarity with Latin poetry is required.

John W. Howord, S.J.

Cl 373 Euripides (S; 3)

A reading in Greek of two plays of Euripides.

Eugene W. Bushalo

Cl 390-391 Readings and Research (F, S; 3, 3)

The Department

Cl 412-413 Readings in Greek Prose (F, S; 3, 3)

This is essentially a reading course in Greek prose at the intermediate level, with amounts adapted to the abilities of the students. In the first semester the main texts will be the *Apology*, *Crito* and *Republic I* of Plato.

John W. Howord, S.J.

Cl 451 Readings in Greek Poetry (F; 3)

Reading and interpretation of selections from Campbell's anthology of lyric poetry; and of Pindar, *O1. 1* and *Pyth. 1*.

Lowell Edmunds

Cl 790-791 Readings and Research (F, S; 3, 3)

The Department

Economics (Ec)

Normally, students must take both Ec 131 and Ec 132 before taking any other Economics courses. Exceptions are Ec 221, Ec 342, and Ec 343 for which there are no prerequisites. Ec 131 and Ec 132 are offered in both semesters and may be taken in either order. They also satisfy the Social Sciences Core requirement.

Ec 131 Principles of Economics I-Micro (F, S; 3)

Analysis of prices, output, and income distribution through the interaction of households and business firms in a free-enterprise economy. Government intervention and alternative systems are examined, and basic analytical tools are applied to such current economic problems as pollution and congestion, the energy crisis, poverty and welfare, and race and sex discrimination.

The Department

Ec 132 Principles of Economics II-Macro (F, S; 3)

Analysis of national income and employment, fluctuations in income, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy. Particular attention will be paid to problems of inflation and unemployment in the U.S. economy.

The Department

Ec 151 Statistics for Management (F, S; 3)

Probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting. Designed primarily to meet the School of Management Core requirement in statistics. Economics majors should take Ec 221 or Ec 327 as an alternative to Ec 151.

The Department

Ec 201 Microeconomic Theory (F, S; 3)

This course develops a theoretical framework with which to analyze the two basic economic units, the consumer and the producer. This analysis is then employed to investigate the determination of price and output in various market situations, implications for welfare and the construct of general economic equilibrium.

The Department

Ec 202 Macroeconomic Theory (F, S; 3)

This course is intended to equip the student for the analysis of the determination of employment and of national income and its components. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian cycle and growth models.

The Department

Ec 203 Microeconomic Theory Honors Level (F; 3)

A more intensive analytical treatment of the same material presented in Ec 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Dovid A. Belsley

Ec 204 Macroeconomic Theory Honors Level (S; 3)

A more intensive analytical treatment of the same material presented in Ec 202. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics. *Donold Richter*

Ec 221 Economic Statistics (F, S; 3)

Probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression as applied to economic models. An introductory statistics course designed primarily for economic majors. Students with good mathematics backgrounds should consider Ec 327 as an alternative. *The Department*

Ec 222 Regression Analysis (S; 3)

Prerequisite: Ec 221 or its equivalent

Regression analysis applied to estimation of economic models. Simple and multiple regression, analysis of variance and covariance, econometric problems such as multicollinearity, heteroskedasticity, and autocorrelation. Introduction to simultaneous equation estimation and the identification problem. *The Department*

Ec 299 Independent Study (F, S; 3)

The student works under the direction of an individual professor. *The Department*

Ec 332 American Economic History (F; 3)

Study of the causes and social and institutional consequences of American economic growth from colonial times to the 20th century. Economic models will suggest primary causes; alternative viewpoints will also be considered. *James E. Anderson*

Ec 333 History of Economic Thought (F, S; 3)

A survey of the main trends of Western economic thought from ancient times to Keynes. The economists' ideas will be related to socioeconomic and intellectual background of their times. *Robert J. Cheney, S.J.*

Ec 334 Libertarian Economics (F; 3)

A critical but constructive look at classical liberalism and laissez-faire. Authors covered include Bastiat, de Molinari, Acton, Angell, von Mises, Hayek, Rand, Rothbard, Armentano, Nozick, and other critics of authoritarian economic policy. Topics will include central planning and the rule of law, the rationality of socialist economic planning and intervention, the effects of anti-trust, the nature of distributive justice, the pedigree of dialectical materialism, and the provision of education, national defense, and personal security under pure capitalism. Readings, discussion, and term paper. *J. Huston McCulloch*

Ec 337 Women in the American Economy (S; 3)

Some of the complex issues involved in the participation of American women in the major areas of economic activity are analyzed, with particular attention given to an evaluation of the traditional division of labor between the sexes. *Mory Ootes*

Ec 338 Law and Economics (S; 3)

A consideration of the sources, nature, and consequences of legislation regulating economic activity. The economic benefits and costs of laws dealing with major areas such as human rights, labor, trade, big business, and the environment will be discussed. *Mory Ootes*

Ec 340 Labor Economics (F, S; 3)

This course will introduce students to the methodologies of labor economics and industrial relations, but the principal emphasis will be on labor economics as that branch of economic analysis that deals with such topics as the supply of and the demand for labor; the operation of labor markets; the extent and incidence of unemployment; and the determination of wages. Special attention will be paid to the process of collective bargaining, and to the impact of labor unions upon the operation of labor markets in the United States. *Froncis M. McLoughlin*

Ec 341 The Consumer Revolution in the World Economy (F; 3)

The Consumer Revolution: the objective, methods, and effects of the Consumer Revolution. Selected areas and industries, e.g., automobiles, credit, health care, food, representing special problems. *Robert J. McEwen, S.J.*

Ec 342 Seminar on Government Consumer Protection

Activities (S; 3)

The role of national and local governments in consumer protection; U.S. and foreign government agencies and laws to prevent consumer fraud, to control restrictive business practices, to license occupations, to regulate consumer credit, to enforce health and safety standards, and to improve consumer welfare. *Robert J. McEwen, S.J.*

Ec 347 The Economics of Discrimination (S; 3)

Using economic models, the course examines the causes and consequences of discrimination based on race, sex, and ethnic identity. The government's historical role in assisting and combating discrimination receives particular attention. *Ronold L. Trosper*

Ec 353 Industrial Organization—Competition and Antitrust (F; 3)

Prerequisite: Ec 201 or Ec 203 or permission of the instructor

An analysis of the relationship of market structure to the market conduct of business enterprises, and of each of these to market performance, will be made, with examples from specific industries. The market performance that results from different types of structure and of conduct will be examined in the light of the objectives of public policy. *H. Michael Monn*

Ec 354 Industrial Organization—Public Regulation (S; 3)

Prerequisite: Ec 201 or Ec 203 or permission of the instructor

Analysis of sources of market failure which encourage direct governmental intervention into market process. Specific areas examined include occupational licensing, natural monopolies, and markets susceptible to destructive competition. Implications for public policy assessed. *H. Michael Monn*

Ec 357 Political Economics I (F; 3)

An investigation of the distribution of economic and political power in America will be undertaken. The course begins with an inquiry into conservative, liberal, and radical economic perspectives, continues with an empirical study of social class and economic power, investigates corporate wealth and ownership, and finally concludes with a discussion of the role of the state under modern capitalism. *Borry Bluestone*

Ec 358 Topics in Modern Political Economics (S; 3)

Prerequisite: Ec 357 or permission of the instructor

An in-depth political economic investigation of up to five of the following topics in political economics: foreign policy and imperialism, poverty and labor markets, education, discrimination and racism, women's liberation and sexism, health care, the environment, militarism, taxation, and the urban crisis. *Borry Bluestone*

Ec 361 Monetary Theory and Policy (F, S; 3)

Prerequisite: Ec 202 or 204, or permission of instructor

An analysis of the nature of money and other financial instruments; banks and other financial intermediaries; and central banking in the United States economy. With this background, alternative views of money and economic activity are presented, and the theory and practice of economic stabilization policy are discussed. Relevant topics in international finance are also introduced. *Christopher F. Boum*

Ec 366 Public Finance (F, S; 3)

Prerequisite: Ec 201 or Ec 203 or concurrent; or permission

An analysis of the micro-economic problems of the public sector in a market economy including: the proper scope of the public sector; decision rules for government expenditures; practical problems of cost-benefit analysis; criteria for a "good" tax system; special problems of state and local governments. The course stresses current U.S. problems. *Richard W. Tresch*

William Neenon, S.J.

Ec 371 International Trade (F; 3)

Prerequisite: Ec 201 or Ec 203 or permission of the instructor

An analysis of the foundations of trade and the principle of comparative advantage, leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated. Also, economic warfare, control of international factor movements, and interaction of trade and economic development. *James E. Anderson*

Ec 372 International Finance (S; 3)

Monetary aspects of international trade and balance of payments models will be studied under alternative exchange rate regimes.

126 / Description of Courses

ECONOMICS

Particular emphasis will be placed upon the effects and role of monetary and fiscal policies as they relate to balance of payments questions.
Rusdu Saracoglu

Ec 375 Economic Development (F, S; 3)

This course considers the economic characteristics of the less developed countries, the theories offered as explanations of the sources of development and the principal issues facing policy makers in these countries.
Francis M. McLaughlin
Ronald L. Trosper

Ec 378 Education and Economic Development (F; 3)

Role of education in different historical contexts: early growth of industrial economies, modern United States, and, primarily, countries currently at an early stage of their development. Review of empirical evidence and theoretical models concerning the impact of education—its production, distribution and financing—on economic productivity, employment, income distribution, social mobility, and other social indicators. Application to the planning of national education systems in various developing countries. *Andre Danieri*

Ec 380 Capital Theory and Finance (S; 3)

Prerequisite: Ec 201 or Ec 203 and Ec 221 or Ec 327 or with permission

Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment such as human capital, the public sector, and tax incentives to investment.
Harold Petersen

Ec 394 Urban Economics (F, S; 3)

This course deals with problems facing large U.S. cities—declining incomes and population, substandard housing, congested highways and public transit, rising public expenditures and deterioration of public services. The determinants of land-use—physical, economic and political—are identified and various public policies such as urban renewal, local finance, transportation subsidies, are evaluated.
John Hekman

Ec 397 Soviet Economic System (F; 3)

Analysis of factors determining the rate of growth of the Soviet economy and of methods used by Soviet planners in mobilizing resources and in their allocation. Special attention is given to recent reforms of managerial incentives and to the operational efficiency of the Soviet economy.
Leon Smolinski

Ed 398 Comparative Economic Systems (S; 3)

The main purpose of this course is to acquaint the student with the operational principles of noncapitalist economic systems such as democratic socialism, Soviet type economies, and Yugoslav market socialism. Special attention is given to the theory and practice of economic planning and to the ways in which various economic systems attempt to achieve rapid growth, efficient resource allocation, and social welfare.
Leon Smolinski

Ed 427 Econometrics I: Probability and Statistics (F; 3)

Prerequisite: Calculus

This course presents the statistical background required as an introduction to the study of econometrics: probability, sampling distributions, statistical problems of point and interval estimation and hypothesis testing.
Joseph Quinn

Ec 428 Econometrics II (S; 3)

Prerequisite: Calculus, and Ec 427 or its equivalent

This course focuses on parameter estimation and hypothesis testing in linear economic relationships. Topics covered include simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.
Joseph Quinn

Ec 401-499 Departmental Seminar Series (F, S; 3)

Each semester the Department will offer up to five small seminar style courses in economic theory or policy, limited to 15 to 20 students each. The seminars are intended to create possibilities for student-student and student-faculty interaction that do not exist in the larger Ec 300 electives. The seminar series is part of the Honors program in that an Honors candidate must choose at least two seminars as two of his/her ten courses, but the seminars are open to non-Honors students as well. Any major with a solid record in Principles and the Theory courses is encouraged to participate.
The Department

Ec 498 Senior Honors Thesis (F, S; 3, 3)

Required of all Seniors seeking a degree with Honors in Economics.
The Department

Ec 664 Labor Management Relations (S; 3)

This course critically reviews and appraises the development and impact of collective bargaining in the United States. Attention is given to environmental forces, including public policy as well as to the negotiation and administration of labor agreements and related issues.
Donald J. White

Un 201 Urban Symposium (S; 3)

Prerequisite: Junior level and the completion of core requirements in history and social science. Also, one urban course selected from one of the social sciences.

This interdisciplinary course is taught by a team of social scientists. A gaming format is used whereby students confront real urban problems in a controlled, simulated urban environment. Students take the roles of important decision-makers and attempt to bring about a resolution of a programmed conflict which is consistent with their role. A mix of lectures, independent research and game-playing is utilized.
John Hekman

GRADUATE PROGRAM

Section I—First Year Program

Ec 700 Microeconomic Theory I (F; 3)

Some basic micro models: geometric and mathematical representations.
The Department

Ec 701 Microeconomic Theory II (S; 3)

Prerequisite: Ec 700 or its equivalent

Comprehensive treatments of theories of consumer behavior and production.
The Department

Ec 702 Microeconomic Theory III (F; 3)

Prerequisite: Ec 700 and 701 or their equivalent

General equilibrium analysis and welfare economics, linear programming and set theoretic production theory.
The Department

Ec 703 Macroeconomic Theory I (F; 3)

Augmented intermediate macroeconomics. A thorough treatment of the basic Keynesian and Classical models.
The Department

Ec 704 Macroeconomic Theory II (S; 3)

Prerequisite: Ec 703 or its equivalent

1—Models of income, prices, and interest. A formal treatment of the neo-Keynesian macro model. 2—Consumption, saving, and wealth. 3—Theories of investment behavior. 4—The demand for money and the supply of money. 5—Aggregate supply and inflation; Phillips curve; natural rate theory. 6—Policy making under uncertainty.
The Department

Ec 705 Macroeconomic Theory III (S; 3)

Prerequisite: Ec 703 and 704 or their equivalent

1—Aggregation in macroeconomics. 2—Portfolio choice under uncertainty and financial markets. 3—Introduction to international macro models. 4—Disequilibrium and short-run dynamics. 5—Capital accumulation and longer-run dynamics. 6—The role of expectations in deterministic and stochastic models.
The Department

Ec 711 Mathematics for Economists (F; 3)

1—Differential calculus—limits, partial derivatives, jacobians, differentials, maxima and minima of functions of several variables, Lagrange multipliers, implicit function theorem, envelope theorem. 2—Elementary economic applications—comparative static analysis, dual approach to economic theory.
Donald K. Richter

Ec 727 Statistics (F; 3)

This course presents the statistical background required as an introduction to the study of econometrics: probability, sampling distributions, statistical problems of point and interval estimation and hypothesis testing.
Rusdu Saracoglu

Ec 728 Regression Analysis (S; 3)

Prerequisite: Ec 727 or its equivalent

This course focuses on parameter estimation and hypothesis testing in linear economic relationships. Topics covered include simple and

multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation. *Rusdu Sorocoglu*

Ec 729 Applied Econometrics (F; 3)

Prerequisite: Ec 727 and 728 or their equivalent

Methodology of measurement; Bayesian estimation; logit-probit; discrete dependent variables; spectral analysis; Box-Jenkins analysis; illustrations. *John Ciccolo*

Section II—Advanced Courses

Ec 801 Economic Theory—Advanced Microeconomics (S; 3)

Advanced seminar in which mathematical methods are used to analyze current issues in price theory. Topics covered may vary with the interests of the students.

Ec 816 Research Seminar in Macroeconomics (S; 3)

The course will be organized around specific research projects in macroeconomics related to the specification, estimation and simulation of a structural macro model. It will include discussion of theoretical and empirical work relevant to the projects, but will not attempt to survey the field. The seminar is intended for three groups of students: (1) those interested in applying statistical and econometric methods to macroeconomic problems; (2) those searching for thesis topics in this area; (3) those who are writing theses and would appreciate constructive criticism and ideas. *John Ciccolo*

Ec 827 Econometric Theory I (F; 3)

Introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables and other single equation problems will be discussed in this context. *David A. Belsley*

Ec 828 Econometric Theory II (S; 3)

Prerequisite: Ec 827

Continuation of material of Ec 827. A development of estimation in the general stochastic model and in systems of simultaneous linear equations. *David A. Belsley*

Ec 832 American Economic History (S; 3)

The main emphasis of the course is the industrial revolution and an analysis of American economic growth which followed. Topics include the distribution of the benefits of growth; the influence of railroads; the frontier as labor safety valve; issues in finance, foreign investment and the gold standard; the slavery controversy; the economic climacteric of Victorian Britain; and others. *John Hekmon*

Ec 841 The Consumer Revolution in the World Economy (F; 3)

The Consumer Revolution: the objectives, methods, and effects of the Consumer Revolution. Selected areas and industries, e.g., automobiles, credit, health care, food representing special problems. *Robert J. McEwen, S.J.*

Ec 842 Seminar on Government Consumer Protection Activities (S; 3)

The role of national and local governments in consumer protection; U.S. and foreign government agencies and laws to prevent consumer fraud, to control restrictive business practices, to license occupations, to regulate consumer credit, to enforce health and safety standards, and to improve consumer welfare. *Robert J. McEwen, S.J.*

Ec 853 Industrial Organization I (F; 3)

Presentation of the economic theory on the interrelationships among various elements of market structure. Empirical work examined concerns such factors as economies of scale, differentiation of product, capital requirements. *H. Michael Monn*

Ec 854 Industrial Organization II (S; 3)

Investigation of consequences of alternative market structures in dimensions of allocative, dynamic and x-efficiency, economic progress, stability, and product quality. Public policy assessed in light of our knowledge about the causes of and consequences of concentration. *H. Michael Monn*

Ec 861 Monetary Theory (F; 3)

Prerequisite: Intermediate Macroeconomics and differential calculus

This course analyzes monetary instruments and policies in the con-

texts of neo-Keynesian and modern quantity theories of economic activity. Topics include the role of wealth in macro models; inflation theory; theoretical and empirical study of money and other financial instruments; the term structure of interest rates; portfolio theory; and money in a growing economy. *J. Huston McCulloch*

Ec 862 Stabilization Policy (S; 3)

Prerequisites: Intermediate Macroeconomics and differential calculus

This course analyzes the theory and practice of stabilization policy in the modern United States economy. Topics include the evolution of fiscal policy actions; budget measures and their impact on aggregate demand; "crowding out" and the monetarist debate; wage-price policies; targets and indicators; and the specification of an optimal policy set via optimal control theoretic techniques. *Christopher F. Boum*

Ec 865 Fiscal Economics I (F; 3)

Problems of economic efficiency and allocation; topics covered and emphasis usually include: decision rules for public expenditures; theory and measurement of tax incidence; the question of "optimal" taxation and "excess burden". *Donold Richter*

Ec 866 Fiscal Economics II (S; 3)

Continuation of Fiscal Economics I. Cost-benefit analysis, the evaluation of public investments in theory and practice; problems of fiscal federalism; and selected topics in macro fiscal policy, including: optimal economic policy in the context of targets and instruments; the theory and measurement of static and dynamic stabilizers; and the analysis of selected problems from recent U.S. policy experience. *Richard W. Tresch*

Ec 871 Theory of International Trade (F; 3)

A careful development of international trade theory, with emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. *James E. Anderson*

Ec 872 Problems in International Economics (S; 3)

Treatment of balance of payments adjustment models, the theory of macro policy-making in the open economy, and empirical work on the balance of payments and its elements. Also selected topics in trade theory. *James E. Anderson*

Ec 875 Economic Development (F; 3)

This course considers the economic characteristics of the less developed countries, the theories offered as explanations of the sources of development, and the principal issues facing policy makers in these countries. *Francis M. McLoughlin*

Ec 880 Capital Theory and Finance (S; 3)

Valuation of assets, rates of return, measurement of earnings, risk and portfolio choice, the capital asset pricing model, and special problems in investment such as human capital, the public sector and the impact of the tax structure on investment. *Horold Petersen*

Ec 881 Capital and Interest (S; 3)

Neo-Classical, Neo-Austrian, and Neo-Marxist theories of capital and interest. The Cambridge-Cambridge debate. National Debt policy. Related topics. *J. Huston McCulloch*

Ec 885 Theories of the Labor Market (F; 3)

A comprehensive microeconomic approach to wage theory and the theory of labor markets, focusing on labor supply, marginal productivity theory, human capital theory, institutional labor market analysis, and stratification theories. Both economic theory and empirical evidence are investigated. *Joseph Quinn*

Borrry Bluestone

Ec 886 Topics in Labor Economics and Income Distribution (S; 3)

This course focuses on topics of current interest in labor economics. Examples include alternative theories of income distribution, race and sex discrimination, the IQ controversy, and the political economics of income maintenance. Both theoretical and empirical issues are investigated. *Ronald L. Trosper*

Francis M. McLoughlin

Ec 893 Urban Economics I (F; 3)

Models of resource allocation in cities: site rent as an influence on the location of households and firms; inter- and intra-urban varia-

128 / Description of Courses

EDUCATION

tion in prices, wages and population density: cost-benefit analysis of urban programs; problems of urban public finance. *John Hekman*

Ec 894 Urban Economics II (S; 3)

Prerequisite: Ec 893

Topics to be covered include transportation, housing, the environment, and provision of public goods. *Morvin Kraus*

Ec 897 Soviet Economic System (F; 3)

Soviet economic growth under the five-year plans and its determinants. Planning principles, the role of the price system and incentives, investment policies. An appraisal of the Soviet system from the viewpoint of welfare and efficiency criteria. *Leon Smolinski*

Ec 898 Comparative Economic Systems (S; 3)

The theory and practice of central economic planning and decentralized decision-making in various economic systems such as market socialism, command economy, indicative planning. The choice of the optimal degree of centralization and problems of informational efficiency. Comparative analysis of dynamic and static efficiency of economic systems. The convergence hypothesis. *Leon Smolinski*

Section III-Research

Ec 799 Reading and Research (F, S; 3, 3)

By arrangement

The Department

Ec 901-902 Research-In-Progress-Seminar (F; 3)

Required of all admitted to candidacy for the doctor's degree and open to all other students.

Ec 990 (As 990) Graduate Core Seminar (S; 3)

See American Studies section for description.

Ec 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy whether or not they remain in residence. This registration entitles them to use university facilities (library, etc.) and the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Education (Ed)

Ed 030 Child Growth (F, S; 3)

Course is an offering of the Division of Educational Psychology. Learning theory, cognitive development and physical and psychological patterns of growth for the typical child are among the major topics examined. *The Department*

Ed 032 Psychology of Learning (S; 3)

An investigation of the learning process with particular emphasis upon the nature of learning, development of definitions of learning, types of learning, transfer, and the development of learning theory. Special attention will be given to recent studies of concept formation, problem-solving, the impact of the emotions upon learning, and the neurological aspects of learning. *The Department*

Ed 036 Conducting Educational Interactions I (F; 3)

This competency-based course consists of three modules and is a combined offering of the Divisions of Curriculum and Instruction and Special Education. It integrates regular and special education and presents an overview of the teaching profession and introduces students to responsibilities of the mainstreamed elementary classroom. A full day field lab (Ed 050) is required. *The Department*

Ed 037 Conducting Educational Interactions II (S; 3)

This competency-based course is a continuation of Ed 036 and consists of three modules and is a combined offering of the Divisions of Curriculum and Instruction and Special Education. Among the topics presented are: interpersonal relations, problem solving techniques, attitudes towards the handicapped, laws relating to special

needs children, task and content analysis urban education, medical considerations of classroom teachers and career planning. A full day field lab (Ed 050) is required. *The Department*

Ed 038 Developmental Foundations of Education (F, S; 6)

Course is a joint offering of the Divisions of Educational Psychology and Special Education and Rehabilitation. Learning theory, cognitive development, introduction to needs of exceptional children and consumer research for both typical and atypical children are among major topics examined. A one-half day per week field lab (Ed 051) is required. *The Department*

Ed 039 Developmental Foundations: Psychology of the Exceptional Child (F, S; 3)

Course is an offering of the Division of Special Education and Rehabilitation.

Learning theory, cognitive development, introduction to needs of exceptional children for the atypical child are among major topics examined. *The Department*

Ed 040 Communications in Education (F, S; 3)

Required of all elementary education majors, course is designed to provide students with practice in elements of interpersonal communications and to provide an overview of alternative careers within the broad area of Education. *John Docey*

Ed 041 Educational Psychology and the Adolescent (F, S; 3)

An introduction to the psychology and problems of the adolescent years. Biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships will be discussed. Consideration will be given to the impact that rapid cultural change has on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. *William K. Kilpatrick*

Ed 050 Field Practicum (F, S; 1)

One day per week in schools or option settings. Taken with Ed 036 and Ed 037, sophomore year and junior education methods courses. Field assignments are made during preregistration period. Pass-Fail. *Joan C. Jones*

Ed 060 Educational Measurement (F, S; 3)

This course stresses evaluative concerns in the classroom. Topics covered include informal evaluation, objective writing, item and test construction, test scoring, validity and reliability. *Peter W. Airasion*

John A. Jensen
John J. Wolsh

Ed 101 Elementary Language Arts (F, S; 3)

The course examines the major components of the language arts curriculum with specific focus on effective instructional techniques for teaching communications skills to children in the elementary grades. Theory and practice are utilized by students working in an elementary school classroom one day per week. *Lillian Buckley*
John Savage
Charles Smith

Ed 104 Elementary Reading Methods (F, S; 3)

This course examines major approaches to teaching reading, diagnostic-prescriptive techniques, and materials appropriate for the development of basic reading skills. *John Savage*
Bonnie Lass

Ed 105 Elementary Social Studies Methods (F, S; 3)

Theory and practice in modern social studies education, involving public school experience centers and college personnel in a carefully orchestrated program focusing on student instruction and guidance in the development of requisite professional competencies. *Katharine C. Cotter*
Charles Smith

Ed 108 Elementary Mathematics Methods (F, S; 3)

Curriculum materials and instructional techniques useful in teaching mathematics for elementary school children will be examined. Lecture and laboratory. *Michael Schiro*

Ed 109 Elementary Science Methods (F, S; 3)

The exploration of science materials, methodologies, and concerns on an individual group basis. *George T. Ladd*

Ed 110 History of Western Education (F, S; 3)

Beginning with classical Greek education, this course surveys the principal cultural and educational movements of Western education.

Edward J. Power
George M. Woytonowitz
Pierre D. Lombert

Ed 111 Curriculum in Secondary Schools (F, S; 3)

Teaching procedures and methods appropriate to the secondary school. Objectives, classroom management, learning experiences, and audiovisual techniques are treated. Alternative school methods and team teaching techniques are discussed. A course on general methodology.

Mory C. O'Toole
Roymond J. Mortin

Ed 114 Curriculum and Methods in Early Childhood Education (S; 3)

This course explores methods of teaching young children. Both the class discussions and the practicum involve the development and evaluation of programs and materials applicable to the learning environments of young children. Students are encouraged to construct their own philosophy of early childhood education.

The Department

Ed 115 Models and Issues in Early Childhood Education (S; 3)

This seminar explores current issues relating to the effects of early experience on later development. Some of the issues which are discussed are the effects of poverty, the impact of divorce on the young child, maternal and paternal deprivation, and the effect of day care on the child. Various types of educational models and programs are evaluated including compensatory education programs such as infant and family intervention programs and headstart.

Beth Cosey

Ed 126 Secondary Speech Methods (F; 3)

A study of the methods and practice appropriate to teaching speech and theater.

Dormon Picklesimer

Ed 145 Children's Literature (S; 3)

An examination of the various genres in children's literature. Attention given to the effective use of literature in the classroom.

Lillian Buckley

Ed 146 Diagnostic and Remedial Reading (S; 3)

Causes of reading disability, and the means of diagnosing and correcting disabilities will be the topics of study for this course.

The Department

Ed 147 Early Childhood Development (F; 3)

This course focuses on development of the child from birth to seven years of age. The emphasis is on an in depth understanding of the young child and on the ability to apply this knowledge to a learning environment. To facilitate this integration of theory, students and faculty hold classes together at a cooperating nursery school near the college.

Beth Cosey

Ed 148 Media and Curriculum (F, S; 3)

This course is designed to demonstrate ways in which media do affect the teaching/learning process in the classroom. Students are able to develop a proficiency in the operation of basic audiovisual equipment: projectors, audio tape recorders, video tape recorders, and display boards. The course demonstrates the criteria used in the selection and utilization of instructional materials for specific learning situations. It enables students to design and produce instructional materials using the facilities of University Audiovisual Services.

Fred John Pulo

Ed 151 Problems in Urban Education (F, S; 3)

The course aims to acquaint the student with the urban community, its people, and their problems. It includes at least four field trips to inner-city agencies, centers, organizations, and events, as well as attendance of on-campus classes.

Charles Smith

Ed 156 Issues in Early Childhood Education (S; 3)

This seminar explores current issues relating to the effects of early experience on later development. Some of the issues which are discussed are the effects of poverty, the impact of divorce on the young child, maternal and paternal deprivation, and the effect of day care on the child. Various types of educational models and programs are evaluated including compensatory education programs such as infant and family intervention programs and headstart.

Beth Cosey

Ed 201 Classroom Management: Children With Special Needs (F, S; 3)

This course focuses on observation and precise description of learning behaviors, followed by a presentation of motivational and management approaches to children in the classroom. Students write anecdotal records and employ informal behavioral checklists. In addition, students will identify general characteristics of special needs children and prepare appropriate accommodation strategies with which a classroom teacher might support and foster successful learning experiences in children with special needs. Students will also propose and present a rationale for selected management techniques for specified children.

James Cremins
Alec Peck

Ed 203 Philosophy of Education (F, S; 3)

A study of educational theory and its influence on educational practice, and an application of philosophical principle to basic educational policy.

Pierre D. Lombert
George M. Woytonowitz
Edward J. Power

Ed 204 Independent Living Skills (S; 3)

This course will focus on the development of skills to enable people with special needs to live as independently as possible. Extensive consideration will also be given to various types of residential placements for people with special needs and issues involved in establishing these settings and developing programs in them. A six hour per week field placement is a part of this course.

Morcio Bromfield Beneville

Ed 205 Occupational Preparatory Skills (S; 3)

The world of work for the handicapped individual is approached from the viewpoint of societal attitudes and basic skill preparation with an emphasis upon current legislation, service delivery systems, task analysis and other training procedures leading to job placement and follow-up. Content areas will focus on the moderately and severely disabled adolescent and adult within non public school settings. A six-hour field placement is a coordinated part of this course.

Robert Stodden

Ed 206 Habilitation of Individuals with Special Needs (F; 3)

This course deals with theoretical, philosophical, and practical aspects of developing programs which, at all levels, focus appropriately on vocational awareness and preparation. In addition to the acquisition of theoretical knowledge, students meet the requirements of this course via a heavy concentration of hands-on experiences in settings with adults or adolescents.

Morcio Bromfield Beneville

Ed 208 Educational Strategies for Children with Special Needs (F, S; 3)

This course focuses on the individualization of instruction for children with special needs. The role of the teacher, rather than that of materials, is stressed as the dominant factor. Students will develop a rationale and demonstrate skills in individualizing instruction for a variety of children with special needs.

James Cremins
John B. Junkolo

Ed 209 Educational Assessment of Children with Special Needs (F, S; 3)

This course deals with formal and informal assessment techniques to be used in the development of individualized educational programs (IEPs). The development of observation skills is stressed, with a heavy emphasis on task analysis.

James Cremins
John B. Junkolo

Ed 210 Introduction to Speech and Language Disorders (S; 3)

This course presents an overview of speech and language disorders in children. Includes introduction to assessment techniques, remedial strategies and curriculum modifications for children with problems in receptive and expressive language.

Jeon Mooney

Ed 213 Research Seminar in Special Residential/Vocational Learning Environments (S; 3)

Students will be made aware of current trends, issues, and legislation in the field, developing an in depth project, either research or field based, which will be planned, implemented, and completed during the course. Emphasis will be placed upon developing an area

130 / Description of Courses

EDUCATION

of interest of the student and contributing something original and useful to the field.
Morcio Bromfield Beneville
Robert Stodden

Ed 230 Abnormal Psychology (F; 3)

Type of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbance. (Designed for those with little or no background in psychology.)
To Be Announced

Ed 240 Problems and Issues in the Governance of Public Education (S; 3)

An elective designed for any undergraduates interested in major current issues related to the governance of public education in the United States. Topics will include: the organization and control of public schools at the federal, state and local levels, the development of educational policy, the changing roles of school personnel and problems related to citizen support and involvement.
Vincent Nuccio

Ed 250 Elementary Student Teaching (F, S; 12)

A fifteen week practicum for seniors majoring in Elementary Education. Placements are made in area schools or in selected sites overseas and out-of-state. Students are assigned to a full day experience in an elementary classroom setting. Prerequisites for this experience are a 2.5 grade point average and successful completion of all required courses taken during the freshman, sophomore, and junior years. Application procedures are to be completed during the semester preceding the student teaching assignment.
Joan C. Jones

Ed 251 Secondary Student Teaching (F, S; 9)

A fifteen week practicum for seniors majoring in Secondary Education. Placements are made in area or overseas/out-of-state junior or senior high schools. Students are assigned to a full day experience during the first or second semester of their senior year. Prerequisites are a 2.5 grade point average, completion of Ed 258 and all other required courses taken during the freshman and sophomore year. Application procedures are to be completed during the semester preceding the student teaching assignment.
Joan C. Jones

Ed 252 Elementary Student Teaching (F, S; 6)

An eight week practicum for seniors in Elementary Education and majoring in Special Education or Bilingual Education to be taken with Ed 253, Ed 254, and Ed 260. Placements are made in area schools or selected sites overseas and out-of-state. Students are assigned to a full day experience in an elementary classroom. Prerequisites are a 2.5 grade point average and successful completion of all required freshman, sophomore and junior courses. Application procedures are to be completed during the semester preceding the practicum.
Joan C. Jones

Ed 253 Special Education Student Teaching (F; 6)

An eight week practicum for seniors majoring in Special Education, to be taken with Ed 252. Placements are made in area schools or in selected sites overseas or out-of-state. Students are assigned to a full day experience in a special education setting. Prerequisites for this experience are a 2.5 grade point average and successful completion of all required courses taken during the freshman, sophomore and junior years. Application procedures are to be completed during the semester preceding the practicum.
Joan C. Jones

Ed 254 Bilingual Student Teaching (F, S; 6)

An eight week practicum for seniors in elementary education whose specialization is Bilingual Education. To be taken with Ed 252. Placements are made in area schools or in selected sites overseas and out-of-state. Students are assigned to a full day experience in a Bilingual setting. Prerequisites for this experience are a 2.5 grade point average and successful completion of all required courses taken during the freshman, sophomore, and junior years. Application procedures are to be completed during the semester preceding this practicum.
Joan C. Jones

Ed 255 Seminar on Overseas Study (F, S; 3)

For seniors who have completed overseas or out-of-state student teaching assignments. They will conduct instructional seminars for juniors anticipating such assignments. Participants are expected to carry out all delegated instructional duties including planning and

designing course materials and preparing evaluative instruments. Applicants must have approval of the Field Program Director.
Joan C. Jones

Ed 256 Secondary Student Teaching (S; 9)

A ten week practicum for A&S seniors minoring in Secondary Education. Placements are made in area schools and students are assigned to a full day experience in a junior or senior high school. Prerequisites are a 2.0 grade point average, and successful completion of all required education courses leading to student teaching, including Ed 258. Application procedures are to be completed during the semester preceding the student teaching assignment.
Joan C. Jones

Ed 258 Secondary Schools Observation (F, S; 1)

This field experience is required of all students majoring or minoring in Secondary Education. Students will be assigned to an area school to observe teaching methods, classroom management, motivation techniques and planning for instruction. Ed 258 is a prerequisite for student teaching and is to be scheduled during the semester Ed 111 (Curriculum Development in the Secondary School) is taken. If this is not possible, it should be taken with Special Methods. Transportation to the school is the responsibility of the student.
Joan C. Jones

Ed 259 Internship in Special Residential/Vocational Learning Environments (S; 12)

This course will provide an indepth full time field experience in a residential/vocational learning environment. The implementation of skills and materials developed through the student's program will occur in an appropriate work setting. The student will be involved in the implementation of new model programs and the development of new methods and materials to meet the life and occupational needs of the moderately and severely handicapped individual. By permission of the Program Director.
Joan C. Jones

Ed 260 Elementary Student Teaching, Gifted (F, S; 6)

An eight week practicum for undergraduate seniors in elementary education whose specialization is Gifted Education. To be taken with Ed 252. Students are assigned to a full day experience in a gifted elementary classroom setting. Prerequisites are a 2.5 grade point average and successful completion of all required courses taken during freshman, sophomore and junior years and approval of the Program Coordinator. Application procedures are to be completed during the semester preceding this practicum.
Joan C. Jones

Ed 261 Secondary Student Teaching, Gifted (F, S; 6)

A fifteen week practicum for seniors majoring in Secondary Education with special interest in working with gifted youth. Students are assigned to a full day experience in middle or senior high schools' gifted settings. Prerequisites are a 2.5 grade point average, approval of the Program Coordinator and Ed 258.
Joan C. Jones

Ed 262 Internship, Elementary (F, S; 6)

Participation/observation experiences working in education related activities at schools or non school sites, including museums, business, and government or social agencies. Requirements and time periods arranged by advisors. By permission only.
Joan C. Jones

Ed 263 Internship, Secondary (F, S; 6)

Participation/observation experiences working in education related activities at schools or non school sites, including museums, business, and government or social agencies. Requirements and time periods arranged by advisors. By permission only.
Joan C. Jones

Ed 264 Early Childhood Student Teaching (F, S; 6)

An eight week practicum for seniors majoring in Early Childhood Education, to be taken with Ed 252. Placements are made in area schools or selected sites overseas and out-of-state. Prerequisites for this experience are a 2.5 grade point average and successful completion of all required freshman, sophomore, and junior courses. Application procedures are to be completed during the semester preceding this practicum.
Joan C. Jones

Ed 275 Sex Education and Drug Abuse (F; 3)

This course is designed to cover the physiology of human reproduction with emphasis on the development of sexuality leading to

marriage, and influences of the family, the special topics of role responsibilities, venereal disease, sex hygiene, birth control and consideration of drug abuse.
Peter Ligor

Ed 276 Adapted Physical Education for the Child with Special Needs (F, S; 3)

Acquaints the student with the mental and physical aspects of children with special needs. Emphasis is placed on recognition and remediation of a child handicap and assisting in developing abilities to fullest potential. Practicum in elementary schools and hospital settings provide for enrichment and utilization of theories.
Thereso A. Powell

Ed 277 Elementary Methods of Physical Education (F, S; 3)

An integrated course designed to give students a working knowledge of purposes of physical education and its activities in the elementary school child. Practicum in elementary school setting provides for enrichment and utilization of theoretical ideas and concepts.
Thereso A. Powell

Ed 278 Personal Skills in Individual and Team Sports (F, S; 3)

Emphasis is placed on the development of personal skills in selected activities, along with methods and materials used for effective teaching in Physical Education.
Thereso A. Powell

Ed 279 Applied Anatomy and Kinesiology (S; 3)

Required of students in Physical Education. The course includes the theoretical and practical knowledge necessary for the understanding of human movement and the techniques of analyzing motor skills.
Peter Ligor

Ed 290 Number Theory for Elementary Teachers (F; 3)

Prerequisite: Mt 090-091

This course is intended to focus on a wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in the elementary school. The course will also provide a foundation for the prospective teacher in working with induction, the division and Euclidean algorithms, prime factorization, prime number facts and conjectures, modular arithmetic and mathematical art.
Margaret J. Kenny

Ed 291 Geometry for Elementary Teachers (S; 3)

Prerequisite: Mt 090-091

This course is intended to fill a basic need of all elementary teachers. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered in depth include the square and triangular geoboards, motion geometry, and their relation to the standard Euclidean geometry.
Margaret J. Kenny

Ed 300 Secondary Science Methods (F; 3)

Offered 1980-81

George T. Ladd

Ed 301 Secondary History Methods (F; 3)

This course will demonstrate methods for organizing a unit, utilizing original sources, employing drama and sociodrama, developing critical thinking, facilitating inquiry learning, integrating the social studies, and evaluation. Students will be required to develop and present sample lessons and units. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.)
T., 4:30-7:00
The Department

Ed 302 Secondary English Methods (F; 3)

This course carries the Secondary School English Major from an introductory phase that shows the place of the English Department in the Secondary School Plan to a closing phase in which he or she has a comprehensive look at research in progress in the teaching of English. In between these two phases, he or she discovers what will make an effective, successful teacher of English. The student receives much practice in Semester, Unit and Daily planning for the teaching of lessons in Listening/Speaking, Writing, Literature, Language Study (Traditional and Modern) and Mass Media Study. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.)
M., W., F., 2:00
Mory C. O'Toole

Ed 303 Secondary Language Methods (S; 3)

Analysis in approaches and methods in modern language teaching. Presentation of specific techniques, including the use of the language laboratory. Emphasis is placed on specifying behavioral objectives and evaluation procedures. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.)
M., W., 3:00
Rebecca Volette

Ed 304 Secondary Math Methods (F; 3)

This course is designed to prepare the student for teaching experience in the secondary school. It includes topics such as classroom procedure, preparing lesson plans, structuring tests, grading tests, and evaluation of student performance. The responsibility of the student teacher to the cooperating teacher is covered in detail as time permits, mathematical topics are developed which will provide background information. This will allow a more meaningful presentation of various units in mathematics. (Open to undergraduate majors in the School of Education and Plan B MAT/MST candidates.)
T., 6:00-8:30
Francis Collins

Ed 307 Quantitative Skill Development—Preschool and Kindergarten (S; 3)

Activities that help preschool and kindergarten children develop quantitative skills in the area of mathematics and science are explored. Activities are drawn from such areas as art, movement, music, block building, and nature study.
M., 4:30-6:15
Michael Schiro

Ed 311 Educational Psychology (F; 3)

A study of development tendencies with emphasis upon the nature of intelligence and factors affecting the learning process.
M., 4:30-6:15
Beth Cosey

Ed 315 The Psychology of Adolescence (S; 3)

An analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory.
M., 4:30-6:15
William K. Kilpatrick

Ed 317 Practicum in Outdoor Education (F, S; 3)

This course offers practical experience in the theory, application, and safety considerations relevant to outdoor education. Students will explore different uses of the out-of-doors to achieve various educational objectives. Specific teaching skills to be learned will include: environmental awareness and natural history interpretation, rock climbing, ropes course, and adventure education.
By arrangement
John Docey

Ed 318 Reading/Language Arts Preschool through Grade Two (S; 3)

Approaches, planning and evaluating reading/language arts instruction and materials for early childhood education.
Th., 4:30-6:15
Bonnie Loss

Ed 320 Psychology and Education of Creative People (S; 3)

This course will consider psychological aspects of four areas of creative activity; personality, productivity, mental processes, and physiological processes. It will combine consideration of current research and measurement studies with the research and experiences of the students themselves. All age levels of creative development are included.
T., 4:30-6:15
John S. Docey

Ed 321 Language and the Language Arts (S; 3)

A course that examines the nature and structure of language and how it applies to the teaching of language arts with an emphasis on written language, in the elementary and middle schools.
M., 4:30-6:15
John Sovoge

Ed 323 Reading Instruction in the Secondary School (S; 3)

A course that includes principles and practices of developmental and remedial reading instruction at the junior and senior high school levels. There will be particular emphasis on teaching reading in content areas.
W., 4:30-6:15
John Sovoge

132 / Description of Courses

EDUCATION

Ed 325 Science in the Elementary School (S; 3)

An opportunity to become actively involved with the wide number of elementary science curriculum activities and materials designed for children from 2 to 12 years of age. Open to early childhood, special education and other individuals interested in science education at the elementary level.

M., 7:00-9:00

George T. Lodd

Ed 326 Science in the Secondary School (F; 3)

Current issues, trends and innovations in science education at the secondary (7-12) level will be investigated and discussed. This course is required of all M.S.T., C.A.E.S., and Doctoral students with a science education emphasis in their programs.

To Be Announced

George T. Lodd

Ed 327 Teaching the Gifted (S; 3)

Study of the educational needs of intellectually gifted children and youth; focus is on model programs, program development, instructional/learning strategies, materials and other resources in specific curriculum areas and various learning environments.

Th., 4:30-6:15

Nino Greenwold

Ed 328 Psychology of the Gifted (F; 3)

Psycho-social characteristics of the gifted, including underachiever, culturally different, disadvantaged; related to education and guidance.

Th., 4:30-6:15

Kothorine C. Cotter

Ed 330 Field Education and Supervised Practicum in Religious Education (F, S; 3)

This program provides the student with supervised experience in Religious Education. The practicum provides an opportunity to integrate theory and practices as related to individual field experiences. Consultation and process analysis will be used to critique performance and develop personal skills and individual styles of ministry.

By arrangement

Religious Education Faculty

Ed 334 Special Projects in Religious Education (F, S; 3)

Independent study in religious education contexts, involving implementation of academic content in the field, under the direction of a faculty advisor.

By arrangement

334.01

Mory C. Boys, S.N.J.M

334.02

Rev. Thomas Groome

334.03

Podroic O'Hore

Ed 350 Legal Rights of Teachers and Students (S; 3)

A course designed to acquaint beginning teachers with their legal rights and the rights of their students. It is particularly appropriate for seniors who have just experienced a semester of student teaching.

M., 4:30-6:15

Lester E. Przewlocki

Ed 360 Introduction to Computers in Education (F; 3)

An introduction to computers and their applications in education. The origins, development and workings of computers will be reviewed. Current hardware and software systems will be described and demonstrated. Students will develop algorithms for the solution of elementary problems and will program their solutions using the BASIC language. The course will emphasize practical experiences with present systems, but will also explore new developments in hardware and software and their implications for education.

Th., 4:30-6:15

John A. Jensen

Ed 361 Computer Programming (S; 3)

Prerequisite: Ed 360 or equivalent

A course in planning, writing, debugging and executing computer programs of intermediate difficulty using the PL1 language. Other topics include: IBM Job control Language and operating systems; data acquisition, file construction and maintenance using punched cards, teleprocessing and optical scanning equipment; sequential and direct access storage media and methods; and, experience in the use of existing program systems for statistical analysis.

Th., 4:30-6:15

To Be Announced

Ed 362 Computer Assisted Instruction and Measurement (S; 3)

An introduction to the capabilities of computer software used to facilitate instruction and measure student progress. Emphasis will

be placed on designing instructional and/or measurement sequences, and programming them for presentation and analysis using the DECAL language. Each student will develop and pilot test an instructional and/or measurement sequence as a term project.

Th., 4:30-6:15

John A. Jensen

Ed 363 Higher Order Computer Languages for Educational Data Processing (F; 3)

Offered 1980-81

Ed 364 Computer Usage in Simulations and Gaming (S; 3)

Offered 1980-81

Ed 365 Higher Order Computer Languages for Educational Data Processing (F; 3)

Offered 1980-81

Ed 366 Computer Usage in Simulations and Gaming (F; 3)

Prerequisites: Ed 360 or equivalent

This seminar will review the literature on computer simulations of complex social processes, with special emphasis on those occurring in education settings. Working in small teams, students will produce a simulation or game of some educational value.

To Be Announced

John A. Jensen

Ed 373 Explorations in Humanistic Education (F; 3)

A comprehensive practical analysis of humanistic education in terms of its goals, conditions, implementation and defense in a new era of accountability; affective and confluent education, values and moral education. Special attention will be given to current obstacles to humanistic education. Such as teacher burnout and violence and drugs in schools.

T., 4:30-6:15

Kothorine C. Cotter

Ed 374 Management of the Behavior of Severe Special Needs Students (F; 3)

The focus is primarily on behavior modification principles and practices. Students will be exposed to theoretical constructs underlying classical and operant conditioning, management programs for increasing and decreasing the frequency of behaviors, schedules of reinforcement, and related topics.

M., 4:30-6:15

James Cremins

Ed 375 Remedial Language Instruction (F; 3)

Designed primarily for students in the Special Educator program. This course examines basic curriculum and instructional issues in language arts, specifically as these issues apply to children with special learning needs.

M., 7:00-9:00

John Sovoge

Ed 377 Activities and Games for Arithmetic and Measurement Skill Development (S; 3)

A workshop course in which participants will make academic activities and games and examine curricular materials designed to help elementary school children learn the basic skills of arithmetic and measurement. Each course participant can expect to make at least fifty activities and games to use with children. The activities and games will be made from such items as wood discs, wood cubes, tongue depressors, printers cards, checker boards, egg cartons and bathroom tiles. There will be a laboratory fee based upon the quantity of materials used.

T., 4:30-6:15

Michael Schiro

Ed 380 Visual Handicaps and Education (F; 2)

A study of the anatomy and function of the eye with emphasis on common life diseases and their effect on vision. Included is the use of residual vision, optical aids and educational-rehabilitative implications of various types of eye conditions.

W., 4:30-6:15

Tollmon/Friedmon

Ed 382 Communications (Manual) (Intercession; 1) (S; 1)

A course designed to introduce students to various modes of communication utilized by the handicapped, i.e., Braille, manual alphabet, natural gestures, signing. The course is designed for students who want an exposure to alternative communication systems.

By arrangement

To Be Announced

Ed 383 Interpersonal Relationships (S; 3)

Focuses on the student teacher and his or her ability to live and work with other people. This course will help the student to look at

herself or himself and choose those social techniques which will increase effectiveness as a person who can manage successfully, participate in and organize programs which involve living and working with other people.

To Be Announced

The Department

Ed 384 Multihandicapped Education Seminar (F; 3)

The focus of this seminar is curriculum planning for the Multihandicapped child. A developmental approach is taken with the greatest emphasis being placed on the domains of cognitive, language, self-help, motor, and social development. Practical experiences are incorporated into this course.

W., 1:00-2:45

Bonnie Bullord

Ed 386 Communication (Manual) II (S; 2)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, finger-spelling and American sign language. Theoretical foundations of total communication will be investigated (includes Braille for students in the Peripatolgy Program).

Limited to students in the Deaf/Blind, Multihandicapped Program and the Peripatolgy Program. Meets twice a week.

T., 4:30-6:15

Terrell Clark

Th., 7:00-8:30

Terrell Clark

Ed 389 Problems in the Education of the Visually Handicapped (S; 3)

Specialized strategies for teaching blind and partially seeing students with additional handicaps.

W., 4:30-6:15

The Department

Ed 391 Professional Internship (Career/Vocational Specialist) (F, S; 6-12)

An internship implementation of the accumulated competencies of the career/vocational specialist core will take place within the trainees minor area of specialization. Structured seminar and on-site-supervision and consultation will provide an integrated culminating experience for the trainee.

By arrangement

Robert Stodden

Ed 392 Education and Psychology of Exceptional Children (S; 3)

Characteristics and special education needs of handicapped and gifted children will be considered. Recent trends relative to assessment of administrative arrangements for and teaching strategies appropriate to exceptional children will be discussed. Consideration will also be given to legislation and regulations pertaining to the education of exceptional children.

T., 4:30-6:15

John Eichorn

Ed 393 Student Teaching: Visually Handicapped (F, S, Summer; 2)

Students in the program for Educator of the Visually Handicapped will have eight weeks student teaching (10-12 hours per week) in a school or program for the visually handicapped. Last eight weeks of semester. With consent of instructor.

By arrangement

William T. Heisler

Wilmo Hull

Ed 394 Interdisciplinary Coordination of Programming (S; 3)

Recognition and delineation of the different disciplines and their role in the delivery of career/vocational services will be discussed within the career/vocational development process of differing disability areas. Procedures for securing referral assistance, relating to differing styles of service delivery, and a participation within an interdisciplinary CORE evaluation and IEP implementation are part of the course.

W., 4:30-8:15

Robert Stodden

Ed 398 Working with Parents of Severe Special Needs Students (F; 3)

Topics include stages of parental acceptance of handicapping conditions, transfer out of the natural home, chronic sorrow, development of home-based behavior modification programs, and preparation of parents as teachers. A respite care field experience is required of students in the Severe Special Needs program.

Th., 5:30-7:15

Alec Peck

Ed 399 Career/Vocational Placement and Follow-up Procedures (S; 3)

Procedures for working with employers, securing job placement sites in the community for the handicapped adolescent, and main-

tenance of those placements through structured follow-up will be implemented through several current procedures appropriate in rural and urban settings. Skills necessary to adapt work stations for the handicapped, evaluate entry level skills for job placement, and conduct follow-up counseling are stressed within the course.

T., 4:30-6:15

Robert Stodden

Ed 402 Modern Educational Thought (F; 3)

A survey of current philosophies of education through the writings of representatives of the major positions.

Th., 4:30-6:15

Pierre D. Lambert

Ed 403 Philosophy of Education (S; 3)

A consideration of basic issues affecting the definition of aims and agencies with a view to the clarification of priorities in American elementary, secondary and higher education.

Th., 4:30-6:15

Pierre D. Lambert

Ed 404 Evolution of Educational Doctrine (F; 3)

Offered 1980-81

Edward J. Power

Ed 407 Comparative and International Education (F; 3)

An analysis of contemporary systems of education considered in the cultural context in which they operate, with emphasis on the solutions given by various nations to universal educational problems.

T., 4:30-6:15

Pierre D. Lambert

Ed 412 Abnormal Psychology (F; 3)

Type of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbance. (Designed for those with little or no background in psychology.)

F., 4:30-6:15

Hoyden Duggin

Ed 413 Early Childhood Curriculum (F; 3)

This course focuses both on models of early childhood education and on the implementation of those models through the design of programs and materials. Students are involved in the development and evaluation of learning environments for the young child and are encouraged to explore their own model of early childhood education.

T., 4:30-6:15

The Department

Ed 414 Modern Psychology and Education (S; 3)

An analysis of classical and modern theories of learning and their practical classroom implications.

Th., 4:30-6:15

John F. Travers

Ed 415 International Classroom Experience (S; 3)

A three week overseas experience with the applicant's counterpart in a secondary, elementary or early childhood setting. Prerequisite is Ed 423, an intensive, weekend symposium during the semester preceding the classroom experience where applicants are provided orientation materials and information.

Ed 415.01 International Classroom Experiences in Early Childhood Education

Ed 415.02 International Classroom Experience in Elementary Education

Ed 415.03 International Classroom Experience in Secondary Education

By arrangement

Joan C. Jones

Ed 416 Child Psychology (F; 3)

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological and social environment. Normal development from conception to adolescence, is discussed within the framework of contemporary theories of child growth.

W., 4:30-8:15

John F. Travers

Ed 419 Student Teaching-Early Childhood (F, S; 6)

A full semester, supervised practicum, of the preschool and/or primary grade levels. Application procedures are to be completed the semester preceding this practicum. Applicants must have completed all prerequisites including Ed 429 and have the approval of their Program Director.

By arrangement

Joan C. Jones

134 / Description of Courses

EDUCATION

Ed 420 Student Teaching-Elementary School (F, S; 3-6)

Prerequisite: Ed 429

A ten week practicum in an elementary school classroom. This course is for candidates in Elementary Education Plan A or other programs requiring elementary school certification. Applications must be completed the semester preceding the practicum and must have the approval of the applicant's Program Director. To be taken with Ed 596 or Ed 528.

By arrangement Ed 420.01—6 cr.

Joon C. Jones

By arrangement Ed 420.02—3 cr.

Joon C. Jones

Ed 421 Introduction to Developmental Reading (F; 3)

Designed for students without a previous course in reading and/or secondary teachers seeking knowledge of elementary reading programs. Course examines practices utilized in teaching reading to elementary children as well as techniques and materials employed by the classroom teacher.

M., 4:30-6:15

Lillian Buckley

Ed 422 Internship in Teaching (F, S, Summer; 3)

A cooperative field experience under the supervision of the employing school system and the Department of Education. Intern teachers, after completing student teaching in the summer, teach half time September through June. For this they receive one-half of the Massachusetts minimum salary. This is a three-semester (Summer, Fall and Spring) course and grades are given only at the end of the Spring semester.

By arrangement

Roymond J. Mortin

Ed 423 Overseas Symposium (F, S; 1)

An intensive April weekend (9-4:30) experience providing orientation information and materials for the summer overseas classroom experience. All applicants are expected to enroll in Ed 415.01, 415.02 or 415.03.

Joon C. Jones

Ed 424 Introduction to Educational Media (F; 3)

Brief review of factors determining the need for technology in the classroom; a demonstration of the typical audiovisual equipment used in the classroom and analysis of how they can be integrated into the curriculum; practice in the operation of audiovisual equipment and production of materials, communication theory, study of computer-assisted instruction, educational technology in a non graded school, commercial development of curriculum materials.

M., 4:30-6:15

Fred John Pula

Ed 425 Elementary Student Teaching, Gifted (F, S; 6)

A ten week practicum for graduates completing a M.Ed. or C.A.E.S. program and specialization in gifted education. Students are assigned for a full day experience in an elementary school setting for gifted children or youth. Prerequisites include successful completion of all required course work, including Ed 429 and approval of the applicant's Program Coordinator. Applications are processed in the semester preceding the practicum experience.

By arrangement

Joon C. Jones

Ed 428 Student Teaching-Secondary School (F, S; 6)

A ten week practicum in area secondary schools for candidates in the final phase of their MAT-MST, plan B program. Application procedures must be completed at mid-term of the semester preceding the practicum and be approved by the applicant's Program Director. Prerequisites are completion of all course requirements including Ed 429.

By arrangement

Joon C. Jones

Ed 429 Graduate Secondary or Elementary Pre-Practicum (F, S; 1)

A field practicum (one day per week) in an elementary or secondary classroom for observation/participation experience. A prerequisite for full time student teaching practicums. Applicants must have the approval of the Program Director.

By arrangement

Joon C. Jones

Ed 440 Principles and Techniques of Counseling (F; 3)

An introduction to counseling principles, philosophy and practice. A basic professional course for counselors. A review of the role and function of counselors in a variety of school and non-school settings. Brief laboratory experiences in counseling included.

M., 4:30-6:15

To Be Announced

Ed 441 Organization and Administration of Guidance and Personnel Services (S; 3)

Starting, organizing, administering and evaluating guidance services at various educational levels. Emphasis on philosophical framework for action, and an understanding of human relations problems in administration. Degree students only.

F., 4:30-6:15

To Be Announced

Ed 443 Counseling and Group Process with Children (S; 3)

Individual counseling and group process applied to the role of child counselors in school and non-school settings. Particular emphasis on developmental program planning for children, as well as consultation and interview procedures with teachers and parents. Laboratory practice in developing these counseling skills. Counseling majors only.

T., 4:30-6:15

Diono P. Poolitto

Ed 445 Clinical Child Psychology (S; 3)

Application of theoretical and clinical data to emotional problems of childhood. Emphasis on school related problems such as emotional problems and learning, school phobia, etc. Review of current practices in diagnosis and counseling.

Th., 4:30-6:15

Irving Hurwitz

Ed 446 Counseling Theory and Process (F, S; 3)

Prerequisite: Ed 440 or its equivalent

The nature of the counseling process. Theories, schools, and techniques of counseling. Techniques of interviewing. Common and special counseling problems. Laboratory experience in interviewing. Boston College degree students (counseling majors).

Fall, T., 4:30-6:15

Spring, T., 4:30-6:15

Kenneth W. Wegner

Ed 448 Career Development and Placement (F; 3)

Introduction to the psychology and sociology of work and career choice, and career development theory and research from childhood through adulthood. Classification and evaluation of educational and occupational literature for career development purposes in counseling, teaching, placement, and program planning in school and non-school settings. Laboratory opportunities. Degree candidates only.

W., 4:30-6:15

Diono P. Poolitto

Ed 450 Introduction to Educational Administration (F, S; 3)

This is the first course for students whose major is educational administration and supervision. The course acquaints students with perspectives in educational administration and supervision over the past twenty-five years, current theories and practices in vogue today, and a view as to what can be expected for the future.

The course considers the roles of administrative personnel, the process of administration, leadership behavior, policy formation, and examines current issues related to administration and supervision.

M., 4:30-6:15

Vincent Nuccio

Ed 451 Personnel Administration (F, S; 3)

Problems of recruiting, selecting, developing, and evaluating personnel are treated within a theoretical framework of the school as a social system. The course emphasizes the nature and quality of interrelationships among administrators, teachers, and students. The course takes a system-wide view of personnel administration and builds upon effective supervisory practices at the classroom level.

Fall, T., 4:30-6:15

Spring, M., 4:30-6:15

Donold T. Donley

Donold T. Donley

Ed 452 Introduction to Educational Finance and School Business Management (F; 3)

The course will place major emphasis on a study of problems and issues related to school finance at federal, state, and local levels. The course will also include an overview of business management aspects in educational organizations.

W., 4:30-6:15

Vincent Nuccio

Ed 453 The Elementary School Principalship (S; 3)

This course deals with the varied aspects of elementary education as they relate to the duties and responsibilities of the elementary school principal. Recent developments in elementary school organization, curriculum, instructional techniques and supervision will be critically examined in reference to the role of the principal as the in-

structional leader. The concept of the elementary principal as an educational statesman will be developed.

W., 4:30-6:15

Martin P. Donohue

Ed 454 The Junior-High and Middle-School Development (S; 3)

This course develops an historical current, and future perspective of the junior-high and middle-school development. It develops the rationale for both. As a basis for the school in the middle of the school system, students identify the needs of the pre and early adolescent, the needs of the teacher who works with these young persons, and the needs of the community.

The course presents a number of different organizational arrangements and evaluates their respective strengths and weaknesses.

Th., 4:30-6:15

William M. Griffin

Ed 455 The Secondary School Principalship (F; 3)

This course deals with current administrative concepts and practices essential to effective school organization and management. Students study the interaction of the four major sets of sub-systems: curriculum development, personnel development, instructional, and organizational. Attention is given to programming a master schedule, the use of differentiated staff, plant operations, student activities, school-community relations, and trends in enrollment. The middle-management role is examined both theoretically and operationally.

M., 4:30-6:15

William M. Griffin

Ed 456 Legal Aspects of Educational Administration (F, S; 3, 3)

A survey of current legal concepts concerning the rights, duties and liabilities of school personnel in relation to their employing educational agency, their colleagues, their pupils, parents, and the general public. The major focus is on the legal status of the classroom teacher and the school administrator. Use is made of case studies in educational law. This course is designed primarily for teachers, supervisors, and practicing or prospective administrators.

Fall, Th., 4:30-6:15

Spring, T., 4:30-6:15

Lester E. Przewlocki

Ed 457 Administration of Curriculum: Theory and Practice (S; 3)

The course offers a variety of frameworks for the development and management of the total school curriculum. Emphasis is on the formulations of the Tyler Rationale for curriculum construction. The basic product of the course is a report describing in detail the development, by the student, of a program for a specified and agreed upon area using principles taught in the course.

W., 4:30-6:15

William M. Griffin

Ed 458 Education and the Political Process (F; 3)

A detailed consideration of thesis that present-day elementary and secondary education constitute a social institution of major proportion in today's society; hence educational administrators, if they are to achieve maximum effectiveness, must be cognizant of and responsive to our present-day political environment. Case studies will be used to illustrate the political implications of specific decisions relating to educational operations.

F., 4:30-6:15

Lester E. Przewlocki

Ed 459 Supervision I (F; 3)

This course is designed for persons preparing for or currently in supervisory positions such as principals, supervisors, heads of departments, and team leaders. It deals primarily with instructional supervision at the classroom level. Variables related to an instructional act are identified and evaluation procedures developed. The course depicts modern trends in supervision and students get practice in new techniques such as microteaching which aim to improve the instructional outcomes.

459.01 W., 4:30-6:15

William M. Griffin

459.02 W., 7:00-8:45

William M. Griffin

Ed 460 Interpretation and Evaluation of Educational Research (F, S; 3)

A course designed to improve the M.Ed. student's understanding of the research literature in Education. The course concentrates on the development of the understandings and skills needed by the competent reader of research reports. Emphasis is placed on the accurate interpretation of statistical data and on the evaluation of published research.

Fall, M., 4:30-6:15

John J. Walsh

Spring, M., 4:30-6:15

John A. Jensen

Ed 462 Construction of Achievement Tests (S; 3)

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal tests of achievement with practical application to classroom use. Basic techniques of test construction.

Offered 1980-81

George Modous

Ed 464 Individual Intelligence Testing (F, S; 3)

Prerequisite: Test and Measurement Course-Lab Fee

A survey of individual measures of cognitive development for school age children, adolescents, and adults. The course will focus on the administration, scoring, and interpretation of the Wechsler Scales: WPPSI, WISC-R, and WAIS. Students must pre-register in McGuinn 311.

464.01 M., 4:30-6:15

To Be Announced

464.02 W., 4:30-6:15

Ed 465 Group Psychological Tests (F; 3)

An introductory course in theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process. Measurement concepts essential to test interpretation of selected group psychological tests.

Th., 4:30-6:15

Kenneth W. Wegner

Ed 466 Models of Curriculum and Program Evaluation (F; 3)

An intensive study of the leading models of program and curriculum evaluation, including those of Tyler, Stake, Scriven, Provus, Stufflebeam and Alkin. Their strengths, weaknesses and applications for various types of curriculum and program evaluation will be stressed. Each evaluation model will be examined in terms of the purpose, key emphasis, the role of the evaluator, relationship to objectives, relationship to decision making, criteria and design.

M., 4:30-6:15

Peter W. Airoson

Ed 467 Practical Aspects of Curriculum and Program Evaluation (S; 3)

Prerequisite: Ed 466 or consent of instructor.

This course will cover the basic steps involved in planning and carrying out a program evaluation. Topics covered will include: identification and selection of measurable objectives, choice of criteria instruments, use of various scores, common problems, out of level testing, analysis of data, interpretation and reporting of data, budgeting. Standards for program evaluation will also be covered.

M., 4:30-6:15

Peter W. Airoson

Ed 468 Introduction to Statistics (F; 3)

Prerequisite: Satisfactory performance on an examination in basic mathematics.

An introduction to elementary statistics in education and behavioral research. Topics include methods of data summarization and presentation, measures of central tendency and variability, correlation and linear regression, the normal distribution and probability, and an introduction to interval estimation, hypothesis testing and the t-test.

W., 4:30-6:15

John J. Wolsh

Ed 469 Intermediate Statistics (S; 3)

Prerequisite: Ed 468 or equivalent within one year.

Topics include Z and t tests of means and proportions, and partial and multiple correlation, chi-square and other non-parametric analyses, multiple regression, analysis of variance, analysis of covariance, and elements of experimental design.

W., 4:30-6:15

John J. Wolsh

Ed 470 Literature for Children (S; 3)

An immersion in children's literature. Through books, filmstrips, records, films and participating in activities, the student comes to know the poetry and prose in literature for children.

M., 4:30-6:15

Lillian Buckley

Ed 475 Seminar in Severe Special Needs (S; 3)

This seminar is devoted to the development of a broad range of skills pertaining to present and emerging roles of Severe Special Needs personnel. Students will acquire knowledge of public health and welfare systems, legal corrections systems, and various living arrangements for handicapped citizens. Supervisory skills and the coordination of inter-agency efforts will also be addressed.

To Be Announced

Benneville/DiMattia

136 / Description of Courses

EDUCATION

Ed 479 Gerontology (S; 2)

An introduction to the human aging process; its physical, educational, social and psychological implications. Particular emphasis will be placed on the individual receiving rehabilitation services.
M., 4:30-6:15 *Lindo Norris*

Ed 481 Physical Aspects of Rehabilitation of the Visually Handicapped (F; 2)

This course is designed to introduce the student to structural and functional systems of the human organism and to those chronic conditions that may be encountered in the rehabilitation of blind and visually handicapped individuals. Special attention is given to neuro-vascular conditions, hearing defects, audiological measurements, dynamics of posture/locomotion, physical correctives. Meets twice weekly.
Th., 4:30-6:15 *Benedict/Woll*
F., 4:00-6:00 *Downing*

Ed 483 Principles of Rehabilitation and Habilitation (F; 3)

A study of the philosophy, the history and basic theories of rehabilitation in relation to all major disability groups. The interaction of various community services and professional disciplines is seen through observation, guest lecturers and seminars. Attention is given to both rehabilitative and habilitative services.
T., 4:30-6:15 *John Eichorn*

Ed 484 Introduction to Orientation and Mobility Practicum (F; 2)

First practicum phase for students in the Peripatology Program and for those preparing to be teachers of orientation and mobility (Dual Program). This course is designed to introduce the student to skills and procedures involved in the orientation and mobility of blind individuals and to provide opportunity to travel and perform other daily routines while under blindfold and other sensory restrictions. There are also visits-observations to agencies in the field- and a special lecture series.
By arrangement *The Department*

Ed 485 Categorical and Cross Categorical Orientation to Exceptional Children (F; 3)

Several views of children labelled mentally retarded, emotionally disturbed, and learning disabled are presented in terms of within group differences and between group differences. Overlaps between the groups, which led to the cross-categorical approach to handicapped students (mild/moderate/severe) are examined, and the advantages and disadvantages of labelling are discussed. Required for certification in moderate special needs and generic programs. Recommended for non-majors who will be working with handicapped students.
485.01 W., 4:30-6:15 *Alec Peck*
485.02 W., 4:30-6:15 *William Benneville*

Ed 486 Communication Skills for the Visually Handicapped (F; 3)

Grade II Literary braille and Nemeth Code. Preparation of instructional materials for visually handicapped students. Emphasis on reading readiness and reading for students who use braille.
M., W., 2:00-4:00 *Wilmo Hull*

Ed 487 Education of Visually Handicapped Children and Youth (F; 3)

Designed to give an overview of education of the visually handicapped including educational and psychological implications of blindness and partial sight, program models and principles of teaching visually handicapped pupils. Includes field trips.
M., 4:30-6:15 *Heisler/Hull*

Ed 489 Orientation and Mobility; Teachers of Visually Handicapped (F, S; 2 or 3)

Prepares teachers of the visually handicapped to teach and promote independent travel. Includes basic orientation concepts and mobility skills, sensory training, environmental analysis and programming.
M., W. 3:15-5:00 *Billie Bentzen*

Ed 490 Teaching the Multihandicapped Child (F; 3)

A two-module course focusing on theoretical concepts and instructional strategies which may be employed with multihandicapped children and adults to enhance development in the areas of (a) independent orientation and mobility, and (b) pre-vocational/vocational

training. Limited to students in the deaf-blind, multihandicapped programs.

490.01 M., 2:00-3:30

Billie Bentzen

490.02 Th., 3:00-4:30

To Be Announced

Ed 491 Practicum: Multihandicapped (F, S; 6)

Provides clinical experience with deaf/blind and multihandicapped children in a variety of program prototypes.
By arrangement *To Be Announced*

Ed 492 Organization and Administration of Multihandicapped Programs (S; 3)

An overview of laws and litigation in the development of programs for the multihandicapped are presented. Students are introduced to grant writing techniques and will each produce a grant.
T., W., Th., 10:00-12:00
1:00-3:00 *To Be Announced*

Ed 494 Language Acquisition (F; 3)

This course will investigate the way in which normal children acquire the sounds, structures and meanings of their native language from birth to early childhood. The stages of language acquisition will be discussed in light of (1) the organization and description of adult language, (2) biological and cognitive development and (3) universal and individual patterns of development. Discussion of theoretical issues in language acquisition will be supplemented with representative data samples from each stage of development in an attempt to determine which of the theories best accounts for the data.
W., 6:30-8:15 *Non Bernstein*

Ed 495 Human Development and Handicapped Conditions (F; 3)

Human development from conception through adolescence with concern for the results of physiological malfunction at any stage of development. Presentations, discussions, readings and observations will permit the student to understand the most prevalent handicapping conditions. Included is a consideration of aids and prosthetic devices and medical interventions employed by those with sensory and/or motor handicaps. Degree students only.
495.01 T., 4:30-6:15 *Bruce Cushno*
495.02 T., 4:30-6:15 *Jeon Zodig*

Ed 497 Home and Personal Management for Visually Handicapped (Int., F., 1-3)

Module I includes an overview of the impact of a visual handicap on the daily functioning of the individual. The needs and learning styles of the congenitally and adventitiously blind, as well as the totally blind and partially sighted will be investigated.

Module II will investigate these problems in more depth while learning appropriate remediation techniques to teach the visually handicapped client these skills of daily living.

By arrangement

Fall Intercession (1 cr.) 497.01

William Benneville

Fall: M., 4:30-6:15 (1 cr.) 497.02

William Benneville

Fall: M., 4:30-6:15 (3 crs.) 497.03

William Benneville

Ed 498 Interpersonal Relationship and Guidance (F, S; 3)

Change agents within the school setting will place the trainee in the role of a consulting teacher, assessing and interpreting the needs of handicapped adolescents to teachers and vocational instructors, parents, and appropriate school and community services. Stress will be placed upon appropriate attitudinal and interpersonal skills necessary for successful interdisciplinary consulting at the secondary school level.

T., Th., 3:15-4:30

Robert Stodden

Ed 499 Dynamics and Education of the Emotionally Disturbed Child (F; 3)

Examines the major theoretical perspectives, characteristics and treatment alternatives of emotional disturbance in childhood; educational programs; role of the teacher, school, family factors and community agencies. Emphasis will be given to interagency and interdisciplinary communication and planning of responsive services.
T., 4:30-6:15 *Philipp DiMottio*

Ed 500 History of American Education (F; 3)

A culturally-centered inquiry into seventeenth-eighteenth-nineteenth century education in America.
M., 4:30-6:15 *George M. Woytonowitz*

Ed 501 Seminar in American Educational History (F; 3)
Offered 1980-81 George M. Woytonowitz

Ed 503 Seminar on Colonial Education in New England (S; 3)
An intensive study of the matrix of educational institutions including home, church and school which shaped New England life.
M., 4:30-6:15 George M. Woytonowitz

Ed 520 Elementary Math Methods, Diagnosis and Remediation (S; 3)
Curriculum materials and teaching techniques useful in aiding elementary school aged children learn mathematics will be examined. Laboratory fee of five dollars.
W., 4:00-7:00 Michael Schiro

Ed 521 Developmental Reading Instruction (F; 3)
Designed for experienced teachers who have had an undergraduate course in teaching reading. This course involves examination of research, techniques and materials for teaching reading in the elementary school.
M., 4:30-6:15 John Sovoge

Ed 522 Symposia on Giftedness (S; 3)
Each meeting of the course will be conducted as a disquisition. Topics and issues of interest or concern to the participants will comprise the main content. This is the final course in the core for the M.Ed. in the psychology and education of the gifted. Other students may enroll with the consent of the instructor.
W., 4:30-6:15 Kothorine C. Cotter

Ed 523 Clinical Supervision of Student Teachers (F, S; 3)
On the job training in clinical supervision techniques, materials and practices. Open only to college supervisors and cooperating teachers supervising student teachers.
To Be Announced Joon C. Jones

Ed 524 Selection, Evaluation and Utilization of Media Materials (S; 3)
A course that combines several general activities with a comprehensive analysis of audiovisual materials. One is concerned with sources of audiovisual materials—from free and inexpensive to the more sophisticated and costly productions; another is the development of criteria for determining the proper choice of materials for specific learning with specific students; another is the development of evaluative techniques for gauging the effectiveness of instructional materials. Consideration will be given to recommended techniques for the utilization of materials in the classroom. Student projects will include development of units and lessons with heavy emphasis on media; student demonstrations will be videotaped to offer the individual student the benefits of self-analysis.
M., 4:30-6:15 I. Miller

Ed 528 Elementary Teaching in the Eighties (F; 3)
An introduction to and examination of the elementary school administrators, teachers, learners and curriculum. Students will observe in various settings and participate in a specific elementary classroom one day per week. All students will spend two full weeks in this classroom at the end of the semester.
Th., 4:30-6:15 Roymond J. Mortin

Ed 529 M.A.T.-M.S.T. Pre-Intern Program (Summer, 9)
The study of instructional materials, methods, and the technology of teaching considered appropriate to the intern teacher's specialized field. Special effort is made to include experiences which contribute to the improvement of instruction in the summer program and which strengthen the intern teacher's readiness to assume full responsibility for classes during the year of internship.
During the morning hours of the Framingham Six-Week Academic Summer Program, intern teachers have the opportunity to observe classes in a number of subject-matter fields. They work primarily in the field of their specialty. Here, as members of a teaching team under the direction of their cooperating teacher, they practice the role of the teacher through supervised analysis of classroom management, planning lessons, preparing materials, keeping records, evaluating the work of students, tutoring individual students, working with small groups, assisting in large group instruction, acting as laboratory assistants, and teaching complete lessons.
8:00-4:00 Roymond J. Mortin

Ed 538 Education for Social Justice (Core 2) (F; 3)
This course will examine selected educational, theological, philosophical and political questions which clarify the use of general and religious education as vehicles of social justice. Areas of consideration include the Church's theological self understanding, selected issues in the history of Christian ethics, the ethical realism of Reinhold Niebuhr, the social teachings of the Catholic Church and transformational and rational approaches to pedagogy as these effect education for social justice.
To Be Announced Podroic O'Hore

Ed 539 Christian Praxis: Education for the Kingdom (F; 3)
This course addresses six foundational questions of religious education in the Christian tradition: what, why, where, how, when, and who. Expressed alternately: the nature, purpose, context, approaches, readiness, and constituency of Christian education are examined. A praxis approach, among others, is demonstrated and discussed as one way of educating for the kingdom.
To Be Announced Rev. Thomos Groome

Ed 540 Issues in School Psychology (F; 3)
An intensive analysis of philosophical, technical and administrative issues contributing to the professional identity and function of the psychologist in a public educational milieu. School psychology majors only.
Th., 4:30-6:15 Francis Kelly

Ed 542 Principles of Behavioral Counseling (S; 3)
Theory and application of behavior modification processes to needs of individuals in counseling and educational settings.
F., 4:30-6:15 To Be Announced

Ed 543 Psycho-educational Prescriptions (S; 3)
Focus is on techniques of synthesizing psychological and educational information into an effective, individually appropriate educational plan for children with special needs. Individual case study methods will be utilized.
F., 4:30-6:15 Francis Kelly

Ed 544 Case Studies-Diagnosis: Adolescence (S; 3)
Prerequisite: Ed 440, Ed 443, or Ed 446
Focus on normality, abnormality, and patterns of psychopathology in adolescence. Covers diagnostic decision making methods, schizophrenia, depression, suicide and passive-aggressive factors in adolescents.
M., 4:30-6:15 Bernord A. O'Brien

Ed 545 Seminar in Communication in Counseling (S; 3)
A seminar devoted to verbal and non-verbal aspects of communication in the interview and in groups accompanied by intensive laboratory experience in conducting and analyzing experiments in communication.
W., 4:30-6:15 To Be Announced

Ed 547 Practicum in School Psychology-I (F; 3)
Prerequisite: Consent of Francis Kelly
Beginning practicum in School Psychology. Students are placed in comprehensive K-12 school systems under the supervision of a practicing, certified school psychologist. Placements are in off campus sites and require the student to be available at least two days per week during regular school hours (8am-3pm). Boston College School Psychology majors only.
W., 4:30-6:15 To Be Announced

Ed 549 Abnormal Psychology for Counselors (S; 3)
Types of functional disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbances. Counseling and psychology majors only.
Th., 4:30-6:15 To Be Announced

Ed 561 Evaluation and Public Policy (F; 3)
Offered 1980-81 To Be Announced

Ed 563 Statistical Inference I (F; 3)
Offered 1980-81 Ronald L. Nuttoll

Ed 564 Statistical Inference II (S; 3)
Offered 1980-81 Ronald L. Nuttoll

138 / Description of Courses

EDUCATION

Ed 565 Educational and Psychological Testing: Theory and Practice (S; 3)

Prerequisite: Ed 468 or equivalent within one year

This course will review the major types of educational and psychological tests used in schools. It will consider the theory and practice of intelligence and aptitude measurement, norm-referenced and criterion-referenced achievement tests, and major tests in the affective domain. Attention will be paid to relating these tests to the 1974 APA Standards for Educational and Psychological Tests. Emphasis is on the selection or construction of tests and other types of data collection instruments for use in school settings and in research projects.

Th., 4:30-6:15

Peter W. Airosion

Ed 567 Assessment of Preschool Children (S; 3)

Prerequisite: Ed 464-Lab Fee

Individual measures of the psychological development of children of preschool age (3 to 6 years) will be reviewed with emphasis on the administration, scoring, and interpretation of the Stanford-Binet Intelligence Scale and the McCarthy Scales of Children's Abilities.

M., 6:30-8:15

Richard Schnell

Ed 568 Examining School Effectiveness (F; 3)

Offered 1980-81

To Be Announced

Ed 569 Testing: The Public Controversy (S; 3)

This course will cover the history and present status of criticism of standardized intelligence and achievement tests. Controversy over the use of these tests in labeling children, in determining curricula, in teacher accountability and in program evaluation will be stressed. Legal problems and problems of test bias with minority groups will also be covered. Criticism by national organizations representing teachers, administrators, consumers and citizens will be examined.

T., 4:30-6:15

Peter W. Airosion

George Modous

Ed 570 Social Studies Education: Elementary School (S; 3)

Designed to meet the needs of experienced teachers, the course will center on effective teaching-learning strategies and materials in conventional social studies curriculums and in new programs such as career, intercultural, economic and moral education.

To Be Announced

Ed 579 Educational Assessment of Learning Problems (F; 3)

Focuses on the development of teacher skills in task analysis, informal and formal educational assessment, and the interpretation of psychoeducational data across the range of mildly handicapping conditions. Students rotate through modules covering assessment of visual, motor and auditory language skills. Includes laboratory experience in the Assessment Center. Open to students in Special Education Masters Programs or MA programs in Psychology, Reading or Early Childhood. Not open to special students.

579.01 T., 1:30-3:00

Jean Mooney

579.02 Th., 1:30-3:00

Normo Jean Hemphill

579.03 Th., 4:30-6:15

Jean Mooney

579.04 Th., 4:30-6:15

John Junkalo

Ed 580 Career/Vocational Awareness and Readiness Skills (S; 3)

Offered 1980-81

Robert Stodden

Ed 581 Career/Vocational Assessment and Evaluation (S; 3)

Offered 1980-81

Robert Stodden

Ed 582 Braille (F; 2)

Grade II (literary) Braille, including teaching braille reading and preparation of instructional materials.

W., 3:00-4:30

Wilmo Hull

Ed 584 Student Teaching: Peripatolgy (F, S; 6-3)

Prerequisite: Ed 484

Second practicum phase for students in the Peripatolgy Program and for those preparing to be teachers of orientation and mobility (Dual Program). Under close supervision, the work of the previous phase is placed into action by the student working with children, youth, and adults in schools (public and residential) rehabilitation agencies and in the community.

Fall By arrangement (6 cr.)

The Department

Spring By arrangement (3 cr.)

The Department

Ed 585 Seminar in Peripatolgy (F, S; 1)

Included are intensive reviews and discussions of problems of particular concern to students in special education or rehabilitation. Sessions for Peripatolgy students include demonstrations of materials and resources in such areas as sensory training, concept formation, and spatial orientation.

F., 1:00-4:00

The Department

Ed 587 Remedial Strategies (S; 3-2)

Prerequisite: Ed 579 or the equivalent. Open to students in the Special Educator Program only.

Oriented toward the development of skills which will allow the teacher to plan educational programs for handicapped children from a generic base of individual teaching-learning problems. Includes diagnostic and prescriptive teaching, classroom accommodation techniques and clinical record keeping.

587.01 Th., 4:30-6:15 (3 cr.)

John Junkolo

587.02 Th., 4:30-6:15 (3 cr.)

Jean Mooney

587.03 F., 9:00-12:00 (2 cr.)

J. Zeller

587.04 F., 1:00-4:00 (8 weeks) (2 cr.)

J. Zeller

Ed 588 Teaching Strategies for Visually Handicapped (S; 2)

Specialized strategies for teaching visually handicapped learners at elementary and secondary levels. Includes use of abacus.

T., Th., 1:30-3:15 Eight Weeks

Hull/Heisler

Ed 589 Behavior Management Strategies (F; 4)

A study of the theoretical concepts and practical applications involved in classroom management. Methods studied include behavior modification, Life Space Interviewing, social learning, and Reality Therapy.

M., 4:30-7-30

Alec Peck

Ed 590 Career Exploration and Setting Awareness (F; 3)

Placement in at least five different sites, based upon the trainees past experiences and training needs will consist of exposure and exploratory activities in employment settings, vocational schools, sheltered workshops, institutions, pre-vocational centers, and other special education facilities as appropriate.

W., 4:30-6:15

Robert Stodden

Ed 591 Teaching the Mentally Retarded Adolescent (S; 3)

Considers all phases of educating mentally retarded adolescents including problems encountered in special classes of secondary schools. Special consideration given to work-study programs and co-operating sheltered workshops.

By arrangement

William Benneville

Ed 593 Introduction to Speech and Language Disorders (S; 4, 3)

Based on the development of normal children, this course will explore dysfunctions of speech and language which interfere with normal communication and learning processes. Both the evaluation of language performance and the remediation of language deficits will be stressed. Students taking the course for 4 credits will attend a 4 week module on language acquisition. Students taking the course for 3 credits will join the course in the fifth week.

Th., 6:30-8:45

Anthony Boshir

Ed 594 Career/Vocational Strategies and Materials (F; 3)

Identification, evaluation, and implementation of several career/vocational strategies and materials appropriate for differing disability levels will be integrated within a developmental structure of an IEP and daily lesson plans. Emphasis will be focused upon the implementation of career/life curriculum materials within the regular and vocational teachers classroom.

W., 6:30-8:15

Robert Stodden

Ed 596 Psycho-Social Development and Adjustment (S; 3)

This course is designed to consider the handicapped person from the standpoint of emotional and intellectual factors, cultural influences, and interpersonal relationships. Consideration is given to the handicapped person generically and also to specific parameters-adventitiously blinded, congenitally blind, child, adolescent, adult, elderly, partially sighted, and handicapped.

W., 4:30-6:15

William Benneville

Ed 597 Guided Studies in Special Education and Rehabilitation (F, S; 1-6)

Under the guidance of a faculty member the student explores in

depth the literature pertaining to some particular phase or problem regarding handicapped children, youth, or adults. Credits to be determined.

By arrangement *The Department*

Ed 599 Teaching the Emotionally Disturbed Child (S; 3)

Strategies and materials designed to meet the special learning needs of emotionally disturbed children and adolescents. Emphasis will be placed upon a Causal Behavioral Model for organization and planning of learning experiences; classroom management; evaluation; and transition.

M., 4:30-6:15 *Philip DiMattia*

Ed 602 History of Ancient and Medieval Education (F; 3)

The history of educational theory and practice from Ancient Greece to the Renaissance.

W., 4:30-6:15 *Edword J. Power*

Ed 603 History of Modern Education (S; 3)

History of European education from the fourteenth through the nineteenth century.

W., 4:30-6:15 *Edword J. Power*

Ed 604 Seminar in Educational Classics (S; 3)

Offered 1980-81 *Edward J. Power*

Ed 611 Development and Learning in Infants and Preschoolers (S; 3)

Prerequisite: Ed 416

Knowledge of development during infancy and early childhood is essential for an understanding of later behavior. This course will focus on the development of learning abilities, attachment, exploratory behavior, play and social development.

W., 4:30-6:15 *Beth Cosey*

Ed 620 Seminar in Secondary Education (F; 3)

A review and discussion of significant problems in American secondary schools as they relate to curriculum and instruction.

M., 4:30-6:15 *Raymond J. Martin*

Ed 621 Diagnostic Techniques in Reading (S; 3)

Both standardized and informal assessment of reading ability will be studied. Students will become knowledgeable about a wide variety of reading measures and proficient in the administration and interpretation of several.

T., 4:30-6:15 *Bonnie Lass*

Ed 624 Media Materials: Design and Preparation (F; 3)

An intensive workshop in basic principles of design and use of graphics. Demonstration and use of equipment for producing varied instructional materials, including mounted still pictures, overhead transparencies, photographic slides, filmstrips, super-8mm films; slide-tape presentations, bulletin board displays and feltboard applications. Students will demonstrate ability to utilize basic equipment and methods for the creation of media materials. Required student projects will include slide-tape, displays, and transparencies.

T., 4:30-6:15 *Fred John Pula*

Ed 625 Organization and Administration of the Media Center (S; 3)

Includes classifying and assigning subject headings and cataloging printed library materials and non-print instructional materials; making author, title and subject cards, as well as analytics and other added entries; purchase of library cards. Designed to teach the place and purpose of media center (library) in the school, its objectives and organization. Includes study of media standards, cost of starting and maintaining a media center; use, care, repair and circulation of all materials, the training of student assistants.

T., 4:30-6:15 *Glen Cook*

Ed 630 Religious Education and Contemporary Biblical Scholarship (S; 3)

An exploration of the role of the Bible in religious education with particular focus on the implications of historical-critical study. Course will include (1) the development, meaning, and significance of the historical-critical method; (2) its implications and limitations in religious education; and (3) possibilities for integrated program design.

To Be Announced *Mary C. Boys, S.N.J.M.*

Ed 635 The Education of Christians: Past, Present, Future (S; 3)

A historical investigation of contemporary issues in Christian education. Using a dialectical, historical method and beginning with the Didache (first century), twelve historical periods and how the Church educated in them are investigated for the insights they can lend to our present and future. Closely parallels the history of Christian theology and of general education.

To Be Announced *Rev. Thomas Groome*

Ed 640 Seminar in Group Counseling and Group Theory (F; S; 3)

Prerequisite: Consent of instructor. Sign up in advance (McGuinn 311) required.

Students participate in a 9 week experimental group which focuses on the development of group norms and dynamics. Discussions in the remaining weeks of the semester center on the process of the experimental group as it relates to group theory and leadership techniques.

Fall 640.01 W., 7:00-8:45 *Bernard A. O'Brien*

640.02 Th., 7:00-8:45 *Diona P. Poolitto*

Spring 640.01 W., 4:30-6:15

640.02 Th., 4:30-6:15

Ed 641 Behavior Disorders in Childhood and Adolescence (F; 3)

An examination of the causes, management and treatment of overt behavioral or acting out disorders in childhood and adolescence. Emphasis is placed on the schools and juvenile delinquency and specific behaviors such as hyperaggressiveness, truancy, drug and alcohol abuse and delinquency treatment and control. Degree students only.

F., 4:30-6:15 *Francis Kelly*

Ed 642 Introduction to Play Therapy (F; 3)

Prerequisite: Consent of instructor

Theoretical approach to play therapy as a treatment process with school age children. Case presentations and discussions of therapy material. Limit 15 students.

M., 4:30-6:15 *Irving Hurwitz*

Ed 643 Counseling for Human Development (F; 3)

Offered 1980-81 *Diono P. Paolitto*

Ed 644 Dynamic Psychology of Individual Behavior for Counselors (F; 3)

The driving forces of human nature. Emphasis on the counseling and clinical implication of the affective and cognitive dynamics, needs, emotions, attitudes, values, and their relation to personality and character development and integration. Laboratory experience in developing a psychohistory.

Th., 4:30-6:15 *James F. Moynihan*

Ed 646 Practicum in Counseling Adolescents and Adults (F; S; 3)

Prerequisites: Ed 440, Ed 446, Ed 448, Ed 465, and at least half of M.Ed. coursework. Consent of the Counseling chairperson is required and the student must sign up in McGuinn 311 four months in advance of enrollment. Open only to Boston College counseling degree candidates. Ordinarily this practicum involves a placement in a counseling situation during the hours of 8:00 a.m. to 5:00 p.m. two days per week (Monday through Friday). A total of 150 clock hours are required for the course.

Students work under direct supervision with actual clients seeking education-vocational-personal counseling in either a regular secondary school or a non-school setting.

Fall 646.01 T., 7:00-8:45 *To Be Announced*

646.02 T., 7:00-8:45 *To Be Announced*

646.03 T., 7:00-8:45 *To Be Announced*

646.04 T., 7:00-8:45 *To Be Announced*

646.05 T., 7:00-8:45 *To Be Announced*

646.06 T., 7:00-8:45 *To Be Announced*

Spring 646.01 T., 7:00-8:45 *To Be Announced*

646.02 T., 7:00-8:45 *To Be Announced*

646.03 T., 7:00-8:45 *To Be Announced*

646.04 T., 7:00-8:45 *To Be Announced*

646.05 T., 7:00-8:45 *To Be Announced*

646.06 T., 7:00-8:45 *To Be Announced*

Ed 647 Practicum in School Psychology-II (S; 3)

Prerequisite: Ed 540, Ed 464, Ed 547, consent of Francis Kelly

Second practicum in School Psychology. Students will sign up four

140 / Description of Courses

EDUCATION

months in advance of enrollment. Students are placed in a comprehensive K-12 school systems under the supervision of a practicing, certified school psychologist. Placements are in off campus sites and require the student to be available at least two days per week during regular school hours (8am-3pm). Boston College School Psychology majors only.

T., 7:00-8:45

To Be Announced

Ed 648 Practicum in Child Guidance Services (F, S; 3)

Prerequisite: Consent of Director. Ed 540, Ed 443, Ed 446, Ed 464, and at least half of M.Ed. coursework. Consent of the Counseling chairperson is required and the student must sign up in McGuinn 311 four months in advance of enrollment. Open only to Boston College counseling degree candidates. Ordinarily this practicum involves a placement in a counseling situation during the hours of 8:00 a.m. to 5:00 p.m. two days per week (Monday through Friday). A total of 150 clock hours are required for the course.

A practicum at the elementary school level for candidates who are completing course work for the master's degree.

Fall 648.01 T., 7:00-8:45

To Be Announced

Spring 648.01 T., 7:00-8:45

To Be Announced

Ed 657 Professional School Administrators Program (F, 9; S, 6)

Fall: Ed 657.72 Instructional Supervision & Program Evaluation (6 credits)
Ed 657.65 Curriculum Development (3 credits)
Spring: Ed 657.90 Program Review, Comprehensive Examination and Thesis Seminar (6 credits)

Open only to members of the second class of the Professional School Administrator Program.

By arrangement

The Department

Ed 661 Seminar on Infant Assessment (F; 3)

Prerequisite: Consent of Instructor

The seminar will deal with the psychological assessment of infants and young children (0 to 3 years). Techniques such as the Brazelton and Rosenblith for neonates as well as scales for older infants like the Bayley Scales of Infant Development will be discussed.

M., 8:30-6-15

Richard Schnell

Ed 662 Projective Techniques for Children, Adolescents (F; 3)

Prerequisite: Individual Intelligence Testing, Abnormal Psychology
Theory of projective testing is reviewed. Personality assessment of latency age and adolescent children through administration, scoring and interpretation of the Thematic Apperception Test. Children's Apperception Test, Tasks of Emotional Development Tests, drawing techniques and sentence completion methods. Projective implications of intelligence tests are reviewed. Discussion of case material. Enrollment limited to 15 students, permission of instructor required.

W., 4:30-6:15

Irving Hurwitz

Ed 883 Projective Techniques II: Cognitive Assessment (S; 3)

Emphasis on neuropsychological evaluation. Discussion of research in brain-behavior relationships. Evaluation techniques for diagnosis of brain dysfunction in children including visual, auditory, motor, language processes. Implications of these assessments for learning disability and emotional functioning. Review of case materials. Enrollment limited to 15, permission of instructor required.

W., 4:30-6:15

Irving Hurwitz

Ed 864 Design of Experiments (S; 3)

Offered 1980-81

To Be Announced

Ed 865 Interest and Personality Inventories—Theory and Practice (S; 3)

A review of theories of personality and interest measurement in guidance and counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality and interest inventories. Laboratory experience in use and interpretation of selected inventories.

W., 4:30-6:15

Kenneth W. Wegner

Ed 667 Introduction to Multivariate Statistical Analysis (F; 3)

Prerequisite: One year of statistics or the equivalent

Topics include multivariate distributions, correlation, regression canonical correlation, discriminant function, and principal components analysis. Laboratory exercises include computer analysis of multivariate data.

T., 4:30-6:15

Ronald L. Nuttoll

Ed 868 Topics in Multivariate Statistical Analysis (S; 3)

Prerequisite: Ed 667 or equivalent

Multivariate analysis of variance, factor analysis and rotation, and model building are among the advanced multivariate statistical topics dealt with. A professional-level paper using multivariate procedures will be written.

T., 4:30-6:15

Ronald L. Nuttoll

Ed 669 Psychometric Theory (S; 3)

Offered 1980-81

To Be Announced

Ed 660 Evaluation and Guidance of Exceptional Children (S; 3)

Concerned with the multi-disciplinary approach to the evaluation of children with learning problems. Also considers personal, educational, and vocational guidance principles and practices as they relate to those who are handicapped.

W., 4:30-6:15

To Be Announced

Ed 681 Interdisciplinary Research Project in Career/Vocational Special Needs (F, S; 3)

Students will participate in defining research needs in the field with an emphasis upon specific problem areas related to a disability area of specialization. Emphasis will be placed upon projects involving more than a single discipline of study. Products will be disseminated in the form of an experimental study, proposed program, training institute, or other means.

By arrangement

Robert Stodden

Ed 662 Administrative Internship: Multihandicapped (F, S; 6)

A twelve-week internship in an administrative capacity with a program serving multihandicapped children. Students will be able to locate throughout the Eastern half of the United States and will participate in planning and evaluation of programs. Limited to students in the Multihandicapped Deaf-Blind Program.

By arrangement

To Be Announced

Ed 683 Internship: Peripatology (S; 3)

Prerequisite: Ed 484 and Ed 584

Upon successful completion of the first two Practicum phases, the student is assigned to an agency or school for a teaching experience under the supervision of the cooperating agency or school as well as the faculty of the Practicum section of the Peripatology Program. Assignments are usually out of state.

By arrangement

Hugo Vigoroso

Ed 664 Handicapped Student Teaching (F, S, Summer; 3-6)

By permission only. A practicum for students enrolled in the Special Educator, Visually Handicapped and Deaf-Blind programs. The experience offers Clinical and Teaching experiences in areas of exceptionality to meet students' program needs. Students should contact their program coordinator for detailed course prerequisites and the specific practicum period/credit needed. Fall/Spring registration must be completed mid-semester prior to the practicum.

684.01 Special Educator

684.02 Deaf/Blind

684.03 Peripatology/Visually Handicapped

Ed 665 Multidiscipline Approach to Mental Retardation (F, S; 3)

Taught by multidisciplinary staff of the Development Evaluation Clinic, Children's Hospital Medical Center. Considers etiology, study, and treatment of retarded children and the coordination of community services for their welfare. Opened to advanced graduate and post graduate students in the professional disciplines serving handicapped children. Students are supervised in observation and participation in a variety of clinical activities. Taught at Children's Hospital.

F., 8:00-10:00 a.m.

Jean Zadig

Ed 688 Elementary and Special Education Student Teaching (F, S; 6)

For students requiring Elementary and Special Education certification. Students will spend half a semester each in an elementary and special education setting. Applicants must have the approval of the Program Director, complete all course prerequisites, including Ed 429 taken with Ed 596 or Ed 526.

Ed 669 Assessment of Visually Handicapped (S; 2)

Formal and informal assessment of visually handicapped students. Emphasis on the multi-disciplinary approach to assessment and the formulation of the Individual Education Program.

M., W., 2:00-4:00 (8 weeks)

Wilmo Hull

Ed 690 Seminar in Multidisciplinary Management Strategies (S; 3)

Prerequisite: Ed 685

Presupposes high level of professional competence of each student in his or her own discipline. Seminar meetings chaired by multidisciplinary staff of the Developmental Evaluation Clinic, Children's Hospital Medical Center. Designed to educate representatives of the medical and behavioral sciences in the roles played by other professions who serve handicapped children and their families. Observations and participation in the study of selected children are used to develop awareness of and appreciation for the contributions of each discipline. Taught at Children's Hospital.

F., 8:00-10:00 a.m.

Jean Zadig

Ed 692 Administering Special Education Services (F; 3)

Prerequisite: Introductory course in school administration

Examines the administration of a broad spectrum of special services mandated by National and State Statutory requirements and policies for handicapped children and adolescents. There will be special emphasis on the administrative role and collaborative function as they relate to existing school administrative responsibility.

M., 4:30-6:15

Philip DiMottio

Ed 693 Educational Management of Multihandicapped Pupils (Summer; 3)

Practical management of individuals and small groups of multihandicapped pupils in educational settings. Knowledge of physical and pedagogical accommodations for various handicapping conditions. Implications of multihandicaps. Examine alternatives of classroom and behavior management. Examine ways to respond to various common types of behavior such as: withdrawal, acting out, hyperactivity, self-abuse, and abuse to other pupils and/or the teacher. Develop skills in task analysis as a practical approach to problem solving in new instructional situations. Teaching as a member of a team working with multihandicapped pupils, and directing para-professionals.

To be taught by practioners in the field

Ed 694 Problems in Administration: Special Education and Rehabilitation (S; 3)

Investigates a variety of multifaceted administrative problems and issues impact upon special education services for exceptional children. Will identify problems that require curriculum solution and examine social educational problems that require a more total community response.

M., 7:00-8:30

Philip DiMottio

Ed 695 Human Relations in Work with the Handicapped (S; 2)

Designed for professionals who are seeking to broaden their knowledge of interpersonal skills. Considers human interactions among colleagues, among professional workers and their students or clients, among professional workers and ancillary personnel. In section .01 concern is given to group dynamics with consulting special educators as the frame of reference. Open to Boston College students in graduate education programs only. Section .02 is restricted to Rehabilitation students.

By arrangement

695.01

Alec Peck

695.02

Normo J. Hemphill

695.03

(Intercession) The Department

Ed 696 Competency Validation Procedure-Generic (F, S, Summer; 3)

By permission only. A practicum for practicing generic teachers to demonstrate competencies required for University endorsement for the generic credential.

By arrangement

Joon C. Jones

Ed 697 Seminar in Curriculum Problems: Education of Exceptional Children (F; 3)

For advanced Master's degree or C.A.E.S. candidates who desire to seek solutions for a specified problem.

By arrangement

John Eichorn

Ed 706 Philosophy of American Education (S; 3)

An advanced course concentrating on the educational theories of realism and pragmatism.

T., 4:30-6:15

Pierre D. Lombert

Ed 707 Contemporary Issues in Educational Theory (F; 3)

Offered 1980-81

Pierre D. Lombert

Ed 710 Learning in the Young Child: A Research Approach (F; 3)

This course focuses on particular learning problems encountered by children at the preschool and primary grades. Each time the course is offered, one topic will be investigated in depth. For example, the class may investigate perceptual and cognitive problems involved in young children's use of inefficient problem solving strategies. As a group, the class reviews the literature, designs and implements a study (if time allows) and produces a report on the research.

W., 4:30-6:15

Beth Casey

Ed 720 Curriculum Theory (F; 3)

A basic course in curriculum theory covering such issues as ideologies of curriculum developers, methods of curriculum development, types of curriculum materials, and styles of curriculum evaluation. Students will engage in a curriculum development project as part of the course work. Limited to 20 students.

W., 4:30-6:15

Michael Schiro

Ed 724 Media Specialist Practicum (S; 3)

A field-centered study of the functioning of a media program. Students will be assigned to media centers in local school systems, and will work on specific problems related to non-print materials and equipment. Will involve close supervision by program director and the director of the local media center.

By arrangement

Fred John Pulo

Ed 727 Seminar in Science Education (F, S; 3)

Restricted to individuals who have a science education emphasis to their graduate programs. Implications of current problems, issues and research in science education will be investigated.

By arrangement

George T. Lodd

Ed 728 Seminar and Practicum in Remedial Reading (Summer; 3)

A clinical practicum that involves supervised diagnostic-prescriptive teaching of children with reading disabilities.

Bonnie Loss

Ed 729 Controversies in Curriculum and Instruction (S; 3)

Exploration of current issues in education which have had a significant impact on both the curricula and instructional process in today's schools. Discussion will center on definition of the issue, i.e., open classroom, humanistic education, the return to basics, accountability, etc.; an examination of the views of the major proponents and opponents of the "movement" and the current impact of this trend on the educational community.

M., 4:30-6:15

George T. Lodd

Ed 730 Theological Foundations of Religious Education (S; 3)

This course is a reflection on the theological enterprise and its relationship to theories and practice of religious education. Special attention will be given to the impact of theological stance (existential, liberal, evangelical, revisionist), on religious education, and the role of theological pre-supposition in forming the educator's image of such central symbols of faith as God, Christ, Church, Faith and Sacrament. Process theology will be examined as an example of the mutual impact of theology and education.

To Be Announced

Podroic O'Hore

Ed 735 Traditions of Religion and Education (F; 3)

A systematic inquiry into the relationship of religion and education that (1) examines the interdisciplinary nature of religious education; (2) develops appropriate teaching strategies, and (3) explores models of collaborative structures. Includes analysis of selected twentieth century theorists; Coe, Elliott, Nelson, Lynn, Westerhoff, Jungmann, Hofinger, VanCaster, Babin, Sloyan-Moran, Lee as a means of attending to the fundamental question, "What is Religious Education?"

To Be Announced

Mory C. Boys, S.N.J.M.

Ed 739 A Journey in Religious Education: The Writing of Gabriel Moran (S; 3)

A survey of two decades of writing on the foundations of religious education. Religious education as a field of study, a profession and a force for change in Christian churches. Special attention to language, theory, and method in the study of religion.

To Be Announced

Gobriel Moron

Ed 741 Advanced Seminar in School Psychology (S; 3)

An in-depth examination of the role and functioning of the school psychologist. Emphasis will be placed upon problems in psycho-

142 / Description of Courses

EDUCATION

educational assessment, school and parent consultation, research and administration. Case study method will be employed. Open to advanced graduate students only.

Th., 4:30-6:15

Francis Kelly

Ed 742 Seminar in Consultation (S; 3)

Offered 1980-81

Ed 743 Seminar in Counseling Families (S; 3)

Prerequisites: Ed 640 or equivalent and consent of Instructor

A study of basic family system theory with emphasis on use of intervention strategies around family tensions and problems. Implementation includes: role playing, family sculpture and case presentations. Concurrent clinical involvement with families is recommended.

W., 6:30-8:15

To Be Announced

Ed 744 Counseling Middle Age, Aged, and Dying (F; 3)

Prerequisite: Course in developmental psychology

The course will explore the developmental issues critical for an understanding of the counseling process with older adults and those in the terminal phase of life. A multidimensional perspective, including social, cognitive and psychoanalytic viewpoints will be presented on the topics of normal adaptation and pathological reactions to the aging process, grief, coping with cancer and dying. Course will integrate methods of clinical intervention and research with that of thanatological and developmental theory.

M., 4:30-6:15

Horry J. Sobel

Ed 746 Intermediate Counseling Practicum-Adolescents (F, S; 3)

Students must sign up in McGuinn 311 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (Mon-Fri, 8-5)

First advanced practicum in psychological services and counseling with adolescents and adults. Boston College counseling majors only.

M., 4:30-6:15

Diono Poolitto

Ed 747 Intermediate Practicum in School Psychology (F; 3)

Prerequisite: Ed 547, Ed 647, consent of Francis Kelly

Students must sign up in McGuinn 311 at least four months in advance of enrollment. Students work under qualified psychological supervision in a school, hospital, clinic, or in any location where exemplary learning experiences may be obtained. The facility or location of placement must concern itself with the evaluation, treatment and remediation of learning and adjustment difficulties of children between the ages of three and twenty-three years of age. Placements are in off campus sites and require the student to be available at least two days per week during normal working hours (8am-5pm). Boston College School Psychology majors only.

T., 4:30-6:15

To Be Announced

Ed 748 Intermediate Counseling Practicum-Children (F; 3)

Prerequisite: Ed 648 and consent of Director

First advanced practicum in psychological services and counseling with children under age 12. Boston College counseling majors only.

Th., 4:30-6:15

Irving Hurwitz

Ed 750 Practicum in Educational Administration and Supervision (F, S; 6)

A guided field practice for which 6 graduate credits are awarded. The practicum is given under the supervision of a representative of the Division of Educational Administration and Supervision and the cooperating practitioner. The student takes on clear administrative responsibilities for at least one half of the practicum, and full responsibilities for one or more roles for a substantial part of the practicum. Performance is evaluated by the supervisor and cooperating practitioner on the basis of the standards set forth at the time by the Massachusetts Department of Education. Students spend at least 300 clock hours at the practicum site. This practicum should be an additional part of a student's M.Ed. or C.A.E.S. program for the purpose of attaining certification at the level covered by the certificate sought.

By arrangement

Division Faculty

Ed 755 Educational Leadership (S; 3)

Presentation of trait-, group-, and situation-theories of leadership. Exploration of the relationship of the above to social theories of ac-

tion and human relations, with emphasis on the role of leader in the educational enterprise. Development of an outline of a leadership training program for the student of administration.

W., 4:30-6:15

Donald T. Donley

Ed 770 History and Theory of American Higher Education (S; 3)

A study of the major historical and theoretical developments in colleges and universities beginning with the medieval university with special emphasis given to the evolution of American higher education.

Th., 4:30-6:15

George M. Woytonowitz

Ed 771 Organization and Administration of Higher Education (F; 3)

Introduction to administrative theories in higher education; principles of organization; locus of decision-making, institutional characteristics.

W., 4:30-6:15

Evon R. Collins

Ed 772 Student Personnel-Student Development Programs in Higher Education (S; 3)

An interdisciplinary study and analysis of student personnel services and student development programs in higher education.

M., 4:30-6:15

Mory Kinnone

Ed 773 College Teaching (S; 3)

Offered 1980-81

To Be Announced

Ed 774 Introduction to Community-Junior College I (F; 3)

An examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society.

T., 4:30-6:15

Michael Anello

Ed 776 The Future and Continuing Education (F; 3)

Will the adult learner save higher education? Student demographics and trends for the eighties commit institutions to recruiting non-traditional students who seek the necessary tools to improve the quality of their personal and professional lives. Surveying the factors affecting this growth include determining organizational structure; assessing continuing education units; analyzing political complexities; uncovering unique adult learning styles and behavior; committing funds to adult learning programs; and encouraging cooperation between agencies. The comparative advantages of educational services offered by libraries, associations, businesses, proprietary schools and universities will be contrasted.

To Be Announced

James A. Woods, S.J.

Ed 777 Reaching Adults for Lifelong Learning (S; 3)

Declining enrollments and problematic academic budgets are altering higher education. Rapidly expanding adult learning programs include homemakers seeking careers, mature workers desiring retraining, under-educated individuals acquiring basic skills, and professionals pursuing continuing education. Reaching these students depends on several convergences: an understanding of the student population and an ability to identify their needs, administrative expertise in generating inquiries and converting these into registrations, skillful analysis of communication material so it is designed to do what you intend, and the creative development and marketing of community service programs. These will be the concerns of this course.

To Be Announced

James A. Woods, S.J.

Ed 778 Theories in Student Personnel-Student Development (F; 3)

An intensive introduction to the literature in student personnel and student development, and related interdisciplinary fields. Basic concepts, philosophies, and current research in the field will be studied and discussed.

W., 4:30-6:15

Mory Kinnone

Ed 779 Higher Education in Other Nations (S; 3)

To understand the nature of university systems and to study the relationship of higher education and society in a number of selected countries.

M., 4:30-6:15

Michael Anello

Ed 791 Projects in Special Education and Rehabilitation (F, S; 1-3)

Open to advanced graduate students only. Credits to be determined.

By arrangement

The Department

Ed 800 Readings and Research in History and Philosophy of Education (F, S; 3)

Open only to advanced students in History and Philosophy of Education, with the approval of the chairman of the History and Philosophy of Education program.

By arrangement

The Department

Ed 802 Seminar in the Philosophy of Education (S; 3)

Offered 1980-81

Pierre D. Lombert

Ed 803 Seminar in the History of Education (S; 3)

Offered 1980-81

George M. Woytonowitz

Ed 810 Seminar in Early Childhood (F; 3)

Offered 1980-81

Beth Cosey

Ed 813 Seminar on the Psychology of Parenthood and the Family (F; 3)

Prerequisite: Permission of the instructor

The seminar will focus on such areas of parenting as dealing with values, discipline, responsibility and the development of intellectual, personality, physical and moral characteristics. Parental roles, cooperation, and conflict-resolution will be discussed. Issues in the education of parents, and those who plan to be, will also be considered.

To Be Announced

John Docey

Ed 814 Seminar in the Psychology of Adulthood (S; 3)

Prerequisite: Permission of the instructor

Topics will include: historical and cross-cultural perspectives; life cycle theory; psychological needs; physiology; interpersonal relations; androgyny; sexuality; vocational needs; generativity; deviant behavior; family life; integrity and aging, facing death; and most importantly, the relevance of each to the special educational needs of adults.

M., 4:30-6:15

John Docey

Ed 820 Projects in Curriculum and Instruction (F, S; 3)

Prerequisite: Consent of Program Coordinator

Opportunity will be provided for competent students to engage in action research and curriculum construction projects directly related to classroom and school-community needs. Direction includes field observation and consultation by a faculty advisor.

By arrangement

Lillian Buckley

Ed 830 Directed Research in Religious Education (F, S; 3)

Readings, research and/or project implementation, under direction. Open only to candidates in the Religious Education Institute.

By arrangement 830.01

Rev. Thomas Groome

830.02

Podraic O'Hore

830.03

Mary C. Boys, S.N.J.M.

Ed 839 Psychology of Adult Religious Development (F; 3)

Starting with an examination of the psychological development of the adult as delineated by Erikson, Levinson and Vaillant, the course will explore also the moral and faith development of adults from young adulthood to old age. From this examination it is hoped that there will emerge insights into the nature and goal of adult religious education.

To Be Announced

Morgoret Gormon

Ed 841 Seminar in Evaluation & Research in Counseling (F; 3)

A study of the research on therapeutic approaches and outcomes for a wide variety of client populations. An examination of research on counselor characteristics, expectations and interpersonal skills, the selection of clients for treatment, client variables and preparation and the role of hope and suggestion in psychotherapy and behavior change. Limit 20 students.

T., 4:30-6:15

Bernord A. O'Brien

Ed 842 Seminar in Counseling Theory (S; 3)

An investigation of a wide variety of theoretical approaches to counseling. Seminar is focused on helping graduate students integrate research and counseling techniques into a meaningful and appropriate frame of reference for work with her/his clients. Limit 20 students.

T., 4:30-6:15

Bernard A. O'Brien

Ed 843 Seminar in Career Development (S; 3)

An examination of theory and research in career development. Opportunities for students to focus in depth on the relationship of career choice to development throughout the life cycle, as well as the special factors influencing the career needs and choices of minority groups such as women and blacks. Sign up in advance is required. Limited to 20 students.

M., 4:30-6:15

Diono P. Poolitto

Ed 844 Seminar in Counseling Supervision (S; 3)

Prerequisite: Consent of Director in advance

Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Supervision and training of counseling support personnel. Designed for the advanced graduate student who is planning to become a counselor supervisor or counselor educator.

M., 7:00-8:45

Irving Hurwitz

Ed 848 Advanced Counseling Practicum-Adolescents (F, S; 3)

Prerequisite: Consent of Director, Ed 746 or equivalent

Students must sign up in McGuinn 311 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (Mon.-Fri. 8 a.m.-5 p.m.)

Work under supervision with clients needing counseling for any of the reasons usually occurring in an ordinary high school or college guidance and counseling program or non-school agency. Boston College Counseling majors only.

Fall: Th., 4:30-6:15

Bernord A. O'Brien

Spring: M., 4:30-6:15

To Be Announced

Ed 847 Advanced Practicum-School Psychology (S; 3)

Prerequisites: Ed 747 or equivalent and consent of Francis Kelly

Students must sign up in McGuinn 311 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (Mon.-Fri., 8am-5pm). Students work under qualified psychological supervision in a school, hospital, clinic, or in any location where exemplary learning experiences may be obtained. The facility or location of placement must concern itself with the evaluation, treatment and remediation of learning and adjustment difficulties of children between the ages of three and twenty-one years of age.

Boston College Psychology majors only.

Th., 4:30-6:15

To Be Announced

Ed 848 Supervised Internship in Counseling Children (F, S; 3)

Prerequisites: Ed 748 or 847 and consent of Francis Kelly

Psychodiagnostic and counseling experience under professional supervision in an approved counseling or clinical setting. Minimum of two full working days per week in placement.

Boston College Counseling majors only.

By arrangement

Francis Kelly

Ed 849 Supervised Internship in Counseling Adolescents and Adults (F, S; 3)

Prerequisite: Ed 846 and consent of Professor

Three hundred clock hours of psychodiagnostic and interviewing experience, under immediate supervision, with clients in an approved counseling or clinical setting. Opportunity is provided for participation also in group counseling and therapeutic sessions and in staff conferences.

By arrangement

Kenneth W. Wegner

Ed 851 Administrative Case Studies (F; 3)

Prerequisite: Prior approval of Instructor

Case materials from actual situations in school systems will form the basis for discussion. The course will emphasize the decision-making function of the administrator.

M., 4:30-6:15

Donold T. Donley

Ed 852 Administrative Communication (F; 3)

Presentation of introductory materials on mathematical, social-psychological and linguistic-anthropological theories of communication with a view to the syntactic, semantic, and pragmatic dimensions of each. Treats sender-receiver appraisal, coding, distortion, channels, network, gatekeeping and feedback. Derived from the above, the course synthesizes the communication process into a fundamental tool for the educational administrator at any level.

F., 4:30-6:15

Joseph P. Duffy, S.J.

Ed 853 Seminar in Finance and Business Management of Schools (S; 3)

Prerequisite: Ed 452

This seminar will consider in depth the major sources of school financial aid: local, state and federal. There will be special emphasis on the evaluation of the current state aid and federal programs. Students will focus on and observe at first-hand sound business management practices operative in selected school systems. Each student will complete a significant field study in one area of school business management.

W., 4:30-6:15

Vincent Nuccio

Ed 854 Futurism and Planning (F; 3)

Planning is emerging as one of the most powerful functions which the educational leader performs. This course emphasizes the planning process, it makes use of prediction methodologies, and explores alternative futures.

T., 4:30-6:15

Lester E. Przewlocki

Ed 855 Administrative Behavior (S; 3)

Will study the feasibility of administrative theories and offer opportunities for the practitioner to develop his or her own administrative theory. All administrative behavior is examined against major administrative theoretical frameworks.

Th., 4:30-6:15

Donald T. Donley

Ed 856 The School as a Community Institution (F; 3)

Presentation of school as a sub-system within society, pointing up the political, economic, social, value, and cultural forces affecting local school systems. Investigation of various types of response by school systems with emphasis on the community-school concept.

W., 4:30-6:15

Mortin P. Donohue

Ed 857 School Plant Planning and Operation (F; 3)

Will consider criteria for adequate school plants, building operation and management; the relation between the educational program and school facilities, site selection; building layout; and financing procedures. There will be special emphasis on the evaluation of existing school plants. The course includes visits to new school buildings of special interest.

W., 4:30-6:15

Donald T. Donley

Ed 859 Projects in Educational Administration and Supervision (F, S; 3)

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant field-type study in some area of administration and/or supervision. Open to advanced graduate students only. Approval by the faculty member is required prior to registration.

By arrangement

The Department

Ed 860 Survey Methods in Educational and Social Research (S; 3)

Prerequisite: one year of statistics

The design of surveys, including sampling theory, the development of survey instruments, training of interviewers, interviewing, coding, data reduction, data analysis, and report writing.

W., 4:30-6:15

Ronold L. Nuttoll

Ed 863 Internship in Educational Research (F, S; 1-3)

Students working toward a degree in Educational Research will be placed in one or more educational research settings to work with local staff and Department faculty in planning, conducting, analyzing and reporting phases of one or more projects relating to the evaluation of educational programs.

By arrangement

The Department

Ed 865 Planning and Conducting Educational Research (F, S; 3)

Prerequisites: Ed 468, 469, 565 or equivalents

A practical study of the principal research tools used by investigators of educational phenomena. The course is open to doctoral students in the Department and is intended to assist students in the selection of a researchable problem, and to provide appropriate knowledge of research strategies and options for data analysis which will be useful in planning and conducting research for the dissertation. Enrollment limited to 20 students.

Fall: M., 4:30-6:15

Ronold L. Nuttoll

Spring: M., 4:30-6:15

Ronold L. Nuttoll

Ed 868 Construction of Attitude and Opinion Questionnaires (F; 3)

Techniques for the construction and analysis of attitudinal and opinion questionnaires. Consideration of various techniques of attitudinal scale construction, validation, and analysis.

W., 4:30-6:15

Ronold L. Nuttoll

Ed 871 Issues in American Higher Education (S; 3)

Offered 1980-81

Ed 872 College Student Personnel Policies and Practices (S; 3)

Prerequisite: Ed 778 or Ed 772

A case study approach to the problems and issues facing those involved in working with students and student life.

W., 4:30-6:15

Mory Kinnone

Ed 873 Seminar in Curriculum of Higher Education (F, S; 3)

A consideration of principles and development in the establishment of college and university curriculum programs with emphasis on liberal and general education and the interrelationship to special and professional education.

Th., 4:30-6:15

Michael Anello

Ed 874 Introduction to Community-Junior College II (S; 3)

Continuation of Ed 774 with emphasis given to issues in the structure, personnel, and administration of the community-junior college. Visitations and meetings with administrators in a variety of community colleges.

T., 4:30-6:15

To Be Announced

Ed 876 Financial Management in Higher Education I (F; 3)

Offered 1980-81

Francis B. Camponello

Ed 879 Seminar on Innovations in the Higher Education of Women (F; 3)

The seminar will focus on the innovations and transitional phases of women's and men's roles, status, and life styles. Contemporary issues and research will be considered in this study of critical areas affecting higher education, students in the field, administrators, faculty, and counselors.

To Be Announced

Ed 881 Seminar in Special Education (S; 3)

Designed for advanced doctoral students. Concerned with specific problems related to the education of exceptional children as the need and interests of the students dictate.

F., 4:30-6:15

Robert Stodden

Ed 891 Seminar in Rehabilitation (S; 3)

For advanced doctoral students. Permits students to meet with and discuss specific rehabilitation problems with specialists in the field of Rehabilitation from agencies and other university programs.

By arrangement

John Eichorn

Ed 910 Projects in Educational Psychology (F, S; 3)

Open to advanced graduate students only. Credits to be determined.

By arrangement

The Department

Ed 911 Seminar in Cognitive Development Within the First Seven Years (F; 3)

Prerequisite: Permission of the Instructor

This course focuses on perceptual and cognitive aspects of the first seven years and the influences that shape such development. Particular emphasis is placed on the Piagetian model.

T., 4:30-6:15

John F. Trovers

Ed 913 Seminar in the Theories of Motivation (F; 3)

Prerequisite: Permission of the Instructor

A study of traditional theories (James, McDougall, Freud, Murray, Harlow, Maslow, Cronbach) and contemporary motivational systems (drive-reduction, self-stimulation, approach-withdrawal, arousal and reinforcement). Particular attention will be given to implications for classroom procedures.

Th., 4:30-6:15

John F. Trovers

Ed 914 Seminar in Theories of Instruction (F; 3)

Offered 1980-81

George T. Lodd

Ed 915 Culture and Psychology (F; 3)

Prerequisite: Permission of the Instructor

This is not a course in social psychology but an examination of the

ways in which contemporary psychologies affect and determine contemporary life styles, and how the culture gets the psychology it deserves. A major premise of the course is that psychologists have taken over the job of the theologians and philosophers, and have given us a whole new set of values and guidelines. One avenue to be explored is the possibility that these new values not only fail to mend the social fabric but may serve as the chief cause of its unraveling. The role of Madame Defarge, moreover, can be played as effectively by the "humanistic" psychologists as by the behaviorists.
T., 4:30-6:15 William K. Kilpatrick

Ed 916 Seminar in the Theories of Child Development (S; 3)

Prerequisite: Permission of the Instructor

An examination of the developmental sequence with particular emphasis upon physical, intellectual, emotional, and social aspects. Special attention will be given to particular topics or theories that illustrate either phases of development or emphasize the interrelated nature of development (for example, heredity, language development, and socialization).
M., 4:30-6:15 John F. Travers

Ed 917 Seminar in the Methods of Educational Psychology (S; 3)

Prerequisite: Permission of the Instructor

This course is intended for those nearing completion of doctoral study. The seminar will attempt to synthesize the student's understanding of the relationships between philosophy and methodology in the various areas of the field. Emphasis will be placed on the approaches of psychological research to the major sources of concern in education today, preparing the student to more effectively plan and carry out his or her own dissertation. Not restricted to Educational Psychology majors.
To Be Announced John Docey

Ed 952 Seminar in Problems of School Administration (F; 3)

Prerequisite: Permission of the Instructor

Guided study and discussion of significant problems confronting the school administrator of today. Individual and group projects require extensive reading in current professional journals as well as considerable time in field visitations. Membership in this seminar is reserved for doctoral students who have nearly completed their program of studies.
Th., 7:00-8:45 Vincent Nuccio

Ed 953 Supervision II (S; 3)

Prerequisite: Instructional Supervision I

This course draws from the fields of Organizational Development and Systems Management Theory to develop flat adaptive organizational models for school-system use. Functional linkage networks are employed to move away from the bureaucratic structures which have so characterized schools of the past. Feedback systems are developed to undergird accountability. Students create an idealized organizational model for a school for the future.
M., 4:30-6:15 William M. Griffin

Ed 954 Administration of the Local School System (S; 3)

Will consider the duties and problems of the Superintendent of Schools in the areas of the instructional program; staff personnel management; pupil administration; school plant utilization; school business affairs; school-community relations; and the appraisal of school system operations.
F., 4:30-6:15 Joseph P. Duffy, S.J.

Ed 956 Legal Aspects of Educational Administration II (S; 3)

Prerequisite: Ed 456 or equivalent

A survey of current legal concepts concerning the rights, duties and liabilities of school administrators in such areas as contracts, the management of school funds and property, staff and pupil-personnel administration, tort liability of educational agencies and employees, etc. The major focus is on policy-making decisions at the superintendent and/or principal level.

This is an advanced course to follow Ed 456 and is most useful to principals, superintendents and central office personnel.
Th., 4:30-6:15 Lester E. Przewlocki

Ed 958 Internship in Educational Administration (F, S; 6-3)

Prerequisite: Ed 951

Doctoral students have a clinical type experience in an administrative role in an urban or suburban school system or other appropriate educational agency. The intern is assigned in an operational

decision-making capacity under the direct supervision of an experienced school administrator or project leader. The intern will (1) submit a role proposal, progress reports, and a summary report; and (2) be responsible for reading a prepared list of references; and (3) participate in a weekly on-campus seminar in problems encountered.

958.01 By arrangement (6 cr.)

Joseph P. Duffy, S.J.

958.02 By arrangement (3 cr.)

Martin P. Donahue

Ed 960 Analysis and Design of Educational Research (F; 3)

Prerequisite: Consent of the instructor

This course is for students majoring in Educational Research only. Students must have identified their research problems and possess the necessary research skills prior to enrolling in the seminar. The major objectives of the seminar are to introduce the student to project planning procedures, to acquaint him or her with the type of research being undertaken by others, and to provide an opportunity to criticize others' proposals and to receive criticism of his or her own research.
M., 4:30-6:15 John A. Jensen

Ed 961 Projects in Educational Research and Measurement

(F, S; 1-3)

Open to advanced students only. Credits to be determined.

By arrangement

The Department

Ed 971 Seminar in Administration of Higher Education (S; 3)

Prerequisite: Ed 771

A systematic consideration of the major areas of responsibility faced by the academic administrator: principles and practices are developed through case studies and characteristic problems.
W., 4:30-6:15 Evan R. Collins

Ed 972 Colloquium: Student Cultures and the College Experience (F; 3)

Prerequisite: Consent of Instructor and Ed 772 or Ed 778

A study and discussion of student cultures and values, the college experience and environment, and their interaction, in American and International settings. Open to advanced students in higher education.
Offered 1980-81 Mary Kinnane

Ed 974 Colloquium: Community-Junior College (S; 3)

An advanced course for students who have had community college experience or are interested in the important issues facing community colleges in the future: the course will deal with problems of enrollment, collective bargaining, vocational technical education, accountability, flexibility of programs, cable T.V. and the use of community resources. Class members may introduce additional issues to be researched and analyzed. Field trips to other community colleges are planned with possible extended overnight trips to New York community colleges.
Offered 1980-81

Ed 975 Internship in University Administration (F, S; 3, 3)

Majors in higher education will select an educational research setting in an administrative office on-campus or in an off-campus agency. Under the guidance of a supervisor the student will participate in the day-to-day work of the office submitting a final report of activities.
By arrangement Michael Anello

Ed 976 Internship in Student Personnel and Student Development (F, S; 3, 3)

Designed for doctoral students in student personnel only. The student will intern in appropriate student personnel, student development situations with staff supervision.
By arrangement Mary Kinnane

Ed 977 Internship in Community-Junior College (F, S; 3, 3)

For doctoral students in community-junior college only. Field experience in an appropriate two-year educational institution or organization.
By arrangement Michael Anello

Ed 978 Reading and Research in Higher Education (F, S; 3)

A directed study of primary and secondary sources to offer the student deeper insight of materials previously studied or in which the student is deficient.
By arrangement The Department

ENGLISH

Ed 981 Supervised Internship: Special Education and Rehabilitation (F, S; 1-3)

Students serve as interns in local, state, federal and/or private schools or agencies under the direction of a faculty member and co-operating personnel.

For advanced graduate students only.

By arrangement

The Department

Ed 988 Dissertation Direction (F, S; 3, 3)

Prerequisite: Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation direction.

By arrangement

The Department

Ed 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree or the D.Ed. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use of university facilities (library, etc.) and the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. When registering for Ed 999, students must use the section number assigned to their dissertation directors to assure proper record keeping.

English (En)**En 021-022 Critical Reading and Writing (F, S; 3, 3)**

A two-semester course designed to train students in the reading, analysis, and understanding of literature and in the writing of expository and persuasive prose. The literature includes significant works of drama, prose fiction, essay, and poetry. Regular writing assignments, carefully examined and discussed, are an important part of the course. En 021-022 fulfills the Core requirement in English.

The Department

En 031-032 Writing Workshop (F, S; 3, 3)

This course is designed to improve the writing skills of freshman students who find writing difficult and who would be unable satisfactorily to complete the writing assignments of a regular English course. This course is graded P (pass), F (fail), or J (continue). A P signifies the student's readiness to take En 021-022; J indicates that the student should continue in En 032; an F indicates failure. En 031-032 is a credit course, but does not fulfill a Core requirement.

The Department

En 041-042 English for Foreign Students: Intermediate (F, S; 3, 3)

This course is designed to enable Boston College students and personnel whose native language is not English to acquire the fluency and skill in English—speaking, listening, writing and reading—necessary to function satisfactorily—academically and socially—in the Boston College community.

It is intended for Intermediate students only, NOT for beginning students.

A total of ten hours of English a week is available: four hours of class, four hours of language laboratory, and two hours per week of free tutoring by Boston College students. Extra writing assignments are expected of those who do not attend the language laboratory.

During the Fall semester, the emphasis is on speaking and listening with understanding, accompanied by writing assignments and the reading of short stories. The sounds and structures of English are examined. The second semester is a continuation of the first, with a quick grammatical review, and with greater concern for reading short stories and a novel, and for expository writing.

This course is graded P (pass), F (fail), or J (continue). A P signifies the student's readiness to take En 021-022 or En 043-044 (with the advice of the instructor); a J indicates that the student should continue in En 041-042; an F indicates failure. En 041-042 is a credit course for undergraduates; but it does NOT fulfill the Core requirement in English. It is a non-credit course for graduate students, staff, faculty spouses, etc., who receive a grade of S (satisfactory).

Open to off-campus students upon payment of a fee of \$275 (see the Professor; do NOT register in the Evening School). Free to all Boston College students and personnel.

The Department

En 043-044 English for Foreign Students: Advanced (F, S; 3, 3)

This course is designed to fulfill the Core requirement in English for students whose native language is not English. It is NOT intended for foreign students whose competence in English is very close to that of native students. Such students should enroll in En 021-022.

In addition to the four hours of class, free tutoring by Boston College students and use of the language laboratory are available. Grammar, pronunciation, the structure of the English sentence and expository writing are discussed both semesters. The literature read critically will include the short story and novel the first semester, and drama and poetry the second.

Undergraduate students in En 043-044 receive credit for two Core requirements in English upon satisfactorily completing both semesters. The first semester is graded P (pass), J (continue), or F (failure). A P signifies the student's readiness to take En 021 or 022; a J indicates that the student should continue in En 044; an F indicates failure. The second semester is graded by the University's standard letter grades.

En 043-044 is a non-credit course for graduate students, staff, faculty, faculty spouses, etc., who receive a grade of S (satisfactory). Open to off-campus students upon payment of a fee of \$275 (see the Professor; do NOT register in the Evening School). Free to all Boston College students and personnel.

The Department

Undergraduate Elective Courses

Sophomore and other upper-class entering English majors are strongly urged to take En 101 and 102.

En 101.01 Theory and Practice of Criticism (S; 3)

Basic concepts in literary criticism, induced from reading lyric poems (tone, imagery, meter, diction) novels (time, plot, character), and plays (staging, interpretation). In addition, problems related to the study of several works by a single author, and the question of the value of literature will be addressed. Limited enrollment.

Poul C. Doherty

En 101.02 Theory and Practice of Criticism (F; 3)

A consideration of the implications of critical judgments, an examination of some of the current popular critical positions through discussion of critical essays and an application to appropriate works of art and literature. Short critical pieces will be regularly required of all participants and they will also be used as material for evaluation and discussion. Limited enrollment.

P. Albert Duhamel

En 101.03 Theory and Practice of Criticism (F; 3)

An introduction to the practice of criticism in literature with some reference to relevant theory. All material will begin on the elementary level. Emphasis will fall on the student's acquisition or refinement of critical skills. Rigorous analysis, divided between discussion and the case-study method, will be stressed. Limited enrollment.

Alon Weinblott

En 101.06 Theory and Practice of Criticism (S; 3)

Focusing on the development of critical self-awareness in the student, the course will consider the assumptions and limits of several critical methodologies through close attention to a variety of literary texts. Limited enrollment.

Robert Kern

En 101.07 Theory and Practice of Criticism (F; 3)

Course designed to introduce English majors to significant trends in critical theory and method and to help the student develop analytical skills. During the semester the student will be expected to apply these skills to the examination of specific literary works. Limited enrollment.

Robin Lydenberg

En 101.08 Theory and Practice of Criticism (S; 3)

An introduction to several major theories of literature and to the ways in which these theories have been and can be translated into the practical criticism of poetry, drama, and fiction. Frequent writing assignments will enable students to test their critical skills. Limited enrollment.

John L. Mohoney

En 101.10 Theory and Practice of Criticism (F; 3)

This course will attempt (1) to show (and teach) the various skills required in the critical reading of a wide variety of literary works of different genres, and (2) to examine the adequacy of some important twentieth-century critical theories. These two attempts will be made

simultaneously rather than successively. Four or five short papers and perhaps a final examination; classes mainly discussions with an occasional lecture. Limited enrollment. William Youngren

En 102.01 Studies in Poetry (F, S; 3)

Designed to train students in reading poems by different authors and from different periods and to discuss some of the connections among them. Limited enrollment. Anne Ferry

En 102.03 Studies in Poetry (F; 3)

Practice in the close reading of poetry of all periods, with emphasis on the English and American lyric, but with some attention to dramatic and epic poetry. Limited enrollment. Dayton Hoskin, S.J.

En 102.05 Studies in Poetry (S; 3)

This course seeks (1) to sharpen the skills needed for reading poetry and (2) to convey a sense of the English (and American) poetic tradition through discussion of a limited number of poems representing principal periods. Designed for but not limited to beginning English majors. Limited enrollment. John F. McCorthy

En 102.09 Studies in Poetry (S; 3)

Close reading of poetry, developing the student's ability to ask questions that open poems to analysis, and to write lucid interpretative papers. In the second half of the term we will focus on continuities and changes in the poetic tradition, by grouping together lyric poems from different periods. Limited enrollment. Rosemarie Bodenheimer

En 102.10 Studies in Poetry (F; 3)

Close and detailed examination of poems in various genres (lyric, narrative, dramatic monologue) and of the work of some centrally important poets in the English and American traditions. Limited enrollment. Robert Kern

En 102.11 Studies in Poetry (F; 3)

An introduction to the workings of the poem. Special emphasis will be given to close reading and analysis of poetry with consideration of questions of language, imagery, meter, tone, etc. The class will focus on a variety of poems from the sixteenth to the twentieth century and on at least one major drama. There will be frequent writing assignments. Limited enrollment. John L. Mohoney

En 102.13 Studies in Poetry (S; 3)

A consideration of the nature of poetry. It will combine aesthetic theory and training in the analysis of verse with experience writing it. Limited enrollment. Andrew Von Hendy

En 102.14 Studies in Poetry (F; 3)

A study of how poetry tricks the eye and ear; a review of forms from the rhyme, limerick and ballad through the sonnet, lyric, dramatic monologue and poetic narrative; a posing of questions about the "point" of poetry and the image of "the poet"; special attention to the careers and concerns of Shakespeare, Keats and Browning, Emily Dickinson and Robert Frost. Limited enrollment. Judith Wilt

En 102.15 Studies in Poetry (F, S; 3)

See description for En 102.01, above. Ellen Costle

En 102.16 Studies in Poetry (F; 3)

See description for En 102.01, above. Gino Prenowitz

En 102.17 Studies in Poetry (F; 3)

See description for En 102.01, above. Elizabeth Yon

En 110 Creative Writing: The Craft of Fiction (F; 3)

A workshop in the modes of apprehension and presentation of fiction. Limited enrollment. Leonord R. Casper

En 112 Creative Writing: The Art of Fiction (S; 3)

An advanced workshop in forms of imaginative fiction and their ultimate placement in markets. Limited enrollment. Leonord R. Casper

En 113 Drama Survey I (F; 3)

Survey of Drama I purports to explain the rise of Western Drama in Greece, its collapse by the time of the barbarian invasion, its new beginning in Medieval Drama especially in England, and the beginning of the Elizabethan Drama in England up to but not including Shakespeare. John Fitzgerald

En 114 Drama Survey II (S; 3)

Survey of Drama II purports to explain the rise of Neo-Classical Drama in France; eighteenth century drama in England; and nineteenth century drama in continental Europe and the British Isles. John Fitzgerald

En 115.02 Chaucer (F; 3)

A close reading of Chaucer's poetry, including *The Canterbury Tales* and *Troilus and Criseyde*, with discussion of the relevant 14th century background. Richard Schroder

En 115.03 Chaucer: The Canterbury Tales (S; 3)

See description for En 115.02, above. Elizabeth White, R.S.C.J.

En 117 Black American Literature to 1970 (S; 3)

A critical and historical examination of the literature of black American writers from 1746 to the present, emphasizing changes in the literature's themes and forms and intellectual and cultural backgrounds. Henry Blockwell

En 122 Intermediate Writing (F; 3)

A practical course designed to help students sharpen the skills needed in all forms of writing: finding and narrowing a subject, gathering specific information, addressing an audience, and editing to achieve greater clarity and force. Weekly papers and weekly conferences. This course is open to majors and non-majors, to all students who want to improve as writers. Limited enrollment. Poul Lewis

En 124.02 Early Medieval Literature (S; 3)

This course takes as its subject matter not only Western culture from about 500 to about 1200 A.D., but also the problem of what happens to literary themes and forms when two established cultures (Christianized Rome and pagan Germania) clash and fuse to form a distinctive new culture. The course is thus in literary history, with a strong admixture of cultural history. The readings are all in modern English translations, and will include Augustine, Boethius, Beowulf, Bede, *The Song of Roland*, Icelandic sagas, as well as Old Irish and Old Germanic legends and heroic narratives. Richard Schroder

En 128 Shakespeare I (F; 3)

A study of the Histories and Comedies, with detailed analysis of the texts of *Richard II*, *I Henry IV*, *Romeo and Juliet* and *Twelfth Night*. P. Albert Duhamel

En 129 Shakespeare II (S; 3)

A study of the Tragedies and Romances, with detailed analysis of the texts of *Hamlet*, *King Lear*, *Macbeth*, *Antony and Cleopatra* and *The Tempest*. P. Albert Duhamel

En 130.02 Shakespeare I: The Comedies and Histories (S; 3)

The plays which will be studied are *A Midsummer Night's Dream*, *Much Ado About Nothing*, *Measure for Measure*, *Richard II*, *I Henry IV*, and *II Henry IV*. Poul C. Doherty

En 131 Shakespeare II: the Major Tragedies (F; 3)

A survey of the major tragedies: *Hamlet*, *Lear*, *Macbeth*, *Coriolanus*, *Antony and Cleopatra*. The course is designed to offer the student of Shakespeare an introduction to the Elizabethan/Jacobean milieu and to the nature of tragedy. Joseph Longo

En 132 Elizabethan and Jacobean Comedy 1590-1625 (S; 3)

This study of comedy will stress the types of comedy: farce, wit, romantic comedy, satire, comedy of humors, etc. Single comedies by John Lyly, Robert Greene, Thomas Dekker, Ben Jonson, Francis Beaumont, and Philip Massinger will be compared with single comedies by William Shakespeare drawn from the same period. Some relevant theories of comedy will also be examined. Joseph M. McCofferty

En 136 The World of Children's Literature I (F; 3)

An examination of significant creativity, including illustration, produced in over two centuries—with a double appeal to the young and adult audience. Writers include Perrault, the Brothers Grimm, Ruskin, MacDonald, Lear, Carroll, Stevenson, Twain, Wilde, Baum, Barrie, Grahame, Milne, Eliot, Cummings, Faulkner, Jarrell, E. B. White, C. S. Lewis, Thurber, Wilder. Francis McDermott

En 137 World of Children's Literature II (S; 3)

Part I is not a prerequisite. Further emphases and new material. Attention will be given to more award winners, to picture books, the fairy and folk tale, children's verse, classic texts. Examined will be

148 / Description of Courses

ENGLISH

such writers as Thackeray, Kingsley, Hawthorne, Alcott, Collodi, Kipling, Tolkien, Forbes, Lawson, Gardner—and many others.

Francis McDermott

En 138 Romanticism in American Literature (S; 3)

American historical and philosophical romanticism, romanticism of sentiment and of the frontier, the matter of the Red Man, and Gothicism, studied in the works of Irving, Cooper, Hawthorne, Poe, Emerson, Thoreau, Melville, Stowe, Dickinson, and Whitman.

John J. McAleer

En 149.03 Milton (S; 3)

Readings in Milton's poetry and prose: these studies, although they will seek to situate Milton among his contemporaries—poets, princes, and parliamentarians, will be directed chiefly to *Paradise Lost* and the other major poems.

Doyton Haskin, S.J.

En 150 The Romantic Movement in England I (F; 3)

Studies in the development of Romanticism in nineteenth-century England. The first semester will concentrate on Romantic theories of art and on the poetry of William Blake, William Wordsworth, and Samuel Taylor Coleridge.

John L. Mohoney

En 151 The Romantic Movement in England II (S; 3)

Studies in major figures of the second generation of English Romantics. The course will focus on the poetry and theory of Lord Byron, Percy Bysshe Shelley, and John Keats, and on the literary criticism of William Hazlitt. Some attention will be paid to developments in Continental Romanticism.

John L. Mahoney

En 158 The Early Twentieth Century I (F; 3)

A study of key works of the British and continental writers who are often called by the term "modernist," in relation to the philosophical ideas and cultural movements of the period, from approximately 1890 to just before the Second World War.

The first semester will deal with Strindberg, Conrad, Wilde, Yeats, Pound, Lawrence, and the early works of Joyce and Eliot.

Joseph A. Appleyard, S.J.

En 160 The Early Twentieth Century II (S; 3)

A study of key works of the British and continental writers who are often called by the term "modernist," in relation to the philosophical ideas and cultural movements of the period, from approximately 1890 to just before the Second World War.

The second semester will deal with Mann, Proust, Woolf, Kafka, Pirandello, Beckett, and the later works of Joyce and Eliot.

Joseph A. Appleyard, S.J.

En 164 Modern Drama I (F; 3)

A study of the work of two important nineteenth and twentieth-century playwrights: Henrik Ibsen, "the father of modern drama," and Bernard Shaw, his most outrageous disciple.

Kristin Morrison

En 165 Modern Drama II (S; 3)

A study of the process of artistic development in the work of two important modern playwrights, one American, one British, Eugene O'Neill and Harold Pinter, who between them represent some of the most significant elements in 20th century drama written in English.

Kristin Morrison

En 171 Modern Irish Drama (S; 3)

This course will consider the major plays written for the Abbey Theatre, from its inception to the present. Emphasis will be placed on the Abbey's early formative years.

Adele M. Dalsimer

En 173 Southern Renaissance In American Literature (F; 3)

A study of selected major works of American writers of the South. Among those to be read will be William Faulkner, Carson McCullers, and Flannery O'Connor.

Cecil Tate

En 176 The Invention of the English Novel (F; 3)

A course tracing the path of romantic, religious and "realistic" narrative to the emergence in the eighteenth century of the prose fiction genre that still dominates public reading, "the novel." We will read Malory, Bunyan and Defoe in the early weeks, and then turn to the "fathers" of the novel, Fielding, Richardson and Sterne, and the "mothers" of the novel, Anne Radcliffe and Jane Austen, to see how they treated the dichotomies of romance and realism, individual expression and social consciousness, which the novel as a genre seeks to describe and resolve.

Judith Wilt

En 177 The Victorian Scene and the Dominance of the Novel (S; 3)

A course describing the rise of the novel in the nineteenth century to its position as the dominant expression of, and criticism of, Victorian society. We will read Walter Scott and Jane Austen in the early weeks as an index to the profound criticism of the social scene that occurs in the masterworks of Thackeray, Dickens, Charlotte Brontë, George Eliot, Elizabeth Gaskell, Meredith, and Hardy.

Judith Wilt

En 178 Nineteenth-Century British Fiction (F; 3)

Close study of novels by Austen, Dickens, Brontë, Eliot, and Hardy, with comparisons of their visions and techniques in a historical context.

Rosemarie Bodenheimer

En 179.02 Twentieth-Century British Fiction (S; 3)

Close reading of passages and scenes combined with general consideration of different styles of "modernism," different versions of modern experience. Texts will consist of novels by James, Conrad, Ford, Lawrence, Joyce, and Woolf.

Howard Eiland

En 182.01 Major American Writers I (F; 3)

Four major writers of "The American Renaissance," Hawthorne, Melville, Thoreau and Whitman.

Cecil Tote

En 182.04, .07 Major American Writers I (F; 3)

A study of the American literary tradition as it developed in the 19th century. Readings in the major Transcendentalists (Emerson, Thoreau) poets (Whitman, Dickinson), writers of romantic fiction (Poe, Hawthorne, Melville), realistic writers (Twain, James).

John H. Randall, III

En 182.08 Major American Writers I (F; 3)

An introduction to American literature from 1620 to 1860. Bradstreet, Taylor, Edwards, Franklin, Brown, Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman.

Paul Lewis

En 183.01 Major American Writers II (S; 3)

Four major "modern" writers: James, Eliot, Hemingway and Faulkner.

Cecil Tote

En 183.04, .07 Major American Writers II (S; 3)

Readings in authors of the twentieth century.

John H. Randall, III

En 183.09 Major American Writers II (S; 3)

Readings in American literature of the twentieth century, focusing on the work of Robinson, Frost, Eliot, Dreiser, Hemingway, Fitzgerald, Faulkner, and Bellow.

Henry Blackwell

En 191 Faulkner Survey (F; 3)

A course studying the major works of William Faulkner. We will attempt to understand the process and content of Faulkner's novels as well as their place in the larger context of modern fiction.

John C. Hampsey

En 192 Language and Literary Theory (S; 3)

The theoretical work of Noam Chomsky in transformational grammar, Kenneth Burke and J. L. Austin in rhetoric, and Northrop Frye in criticism. Students will not only become familiar with the premises and construction of the theories themselves, but will also learn to apply to literary works the vast number of analytical tools that these theories provide.

Eliot Lee

En 193 Autobiography and the Novel (F; 3)

A study of autobiographical themes in the novel and narrative problems resulting therefrom. The course will focus on the works of D.H. Lawrence, and will consider selected works of Melville, T.E. Lawrence, Joyce, Conrad, Proust, Dostoevski, James and Flaubert.

Gerord V. Mason

En 197 Crime Fiction and Folk Myth (F; 3)

Detective fiction as an art form studied in the works of Poe, Doyle, Chesterton, Sayers, Hammett, Chandler, Stout, Simenon, Van Gulik, Christie, Garve, McDonald, and other moderns. Critical appraisals will take direction from Auden, Barzun, Van Doren, Haycraft, Highet, Sir Hugh Greene, Routley, and Penzler. A transcultural course, literary, psychological, and sociological in scope.

John J. McAleer

En 198 Poetic Theory (F; 3)

Traditional and contemporary theories of metre and prosody will be described and analyzed within the framework of modern structural

and generative approaches to language as well as from the point of view of (Russian) Formalism. Textual material will be mainly English although texts from any language may be presented by students for analysis in required term papers. *Lawrence Jones*

En 199 Rhetoric: The Roots of Expression (S; 3)

A practical introduction to the art and technique of creating clear, orderly and precise written expression in English. Practice will include the writing of term papers, reviews and technical reports. Limited enrollment. *Lowrence Jones*

En 204 Further Studies in Poetry (S; 3)

This course is designed particularly for students interested in expanding the skills and extending the explorations developed in introductory studies in poetry. By concentrating on five or six poets of different periods (including Shakespeare, Wordsworth and at least one 20th-century poet) we will discuss individual poems and groups of poems in the context of such considerations as the development of a poet's career, the ways in which poems by one writer create varied connections with another, the transformations of tradition in 20th-century poems.

This course is open only to students who have taken English 102 (Studies in Poetry), English 103 or 104 (Introduction to English Studies), or by special permission of the instructor. Limited enrollment. *Anne Ferry*

En 205 The Poetry Workshop (S; 3)

Training and practice in the writing of verse. Instructor and class will serve as a critical audience for the work of each of its members. Limited enrollment. *Andrew Von Hendy*

En 206 The Major Novels of D. H. Lawrence (S; 3)

A study of selected major novels (*Sons and Lovers*, *The Rainbow*, *Women in Love*, *The Plumed Serpent* and *Lady Chatterley's Lover*), with complementary reading in the short stories, essays and journals. *Richard E. Hughes*

En 208 Analogy Program (F; 15)

The Analogy program allows students and instructors to work intensively in small groups (6-8 students) on problems and topics in English studies which they themselves have proposed. At the beginning of the semester each student in the program will list the topics he or she wants to explore. On the basis of these lists each instructor will propose three courses he or she wants to teach. Each student will sign up for two of these. Each group of instructor and students will plan its own schedule of meetings, material to be covered, and method of evaluation. The courses will end at midsemester, and groups will reform around new topics, each student again taking two courses. The student receives 15 credits for a full semester's work in the program, and may take no courses outside the program.

*Rosemarie Bodenheimer
John J. Sullivan
Andrew Von Hendy*

En 210 American Drama Since 1950 (S; 3)

The Off-Broadway phenomenon, studied in plays by Gelber, Le Roi Jones, Kopit, Rabe, Pinero, Berrigan and others. *Leonard R. Cosper*

En 218 The Idea of Genre (F; 3)

An inquiry into the origins, developing significance, and relative usefulness of conventional narrative genres—e.g., tragedy, comedy, and romance. Where do we draw the lines between these forms? Are we talking mainly about differences in story and structure or in atmosphere, mood, and the world view? Does a literary genre have something like a life-cycle? Do genres evolve? Such questions will be raised as we read both literary theory (e.g., by Aristotle and Northrop Frye) and various works of fiction: including plays by Sophocles, Shakespeare, Molière, and Beckett; narrative poetry by Homer and Dante; novels (some excerpted) and short stories by Cervantes, Mark Twain, and Joyce. *Howard Eilond*

En 220 18th Century: Major Authors I (F; 3)

A study of selected writings of Dryden, Pope, Swift, Addison, Steele, and Thomson, with emphasis on the ideas and attitudes expressed, and their social and philosophical implications. *Daniel McCue*

En 221 18th Century: Major Authors II (S; 3)

A study of selected major writings of Fielding, Johnson, Boswell, Collins, Gray and Goldsmith, with emphasis on the ideas and at-

titudes expressed and on the shift from Neo-classic to Romantic ideals. *Daniel McCue*

En 230 American Poetry I (F; 3)

A selective, "inside" history of the poetry written in America up to the end of the nineteenth century, dwelling on major figures (Emerson, Poe, Whitman, Dickinson) and pursuing such issues as the development of a distinctively American poetry and the relationship between the poem and the American landscape regarded as a "new world." *Robert Kern*

En 231 American Poetry II (S; 3)

American poetry and poetics in the twentieth century, focusing on the innovational ethos of such writers as Stevens, Eliot, Pound, and Williams and on the philosophical and formal modernism that constitutes their work. *Robert Kern*

En 236 Problems in Criticism (F; 3)

The subject matter will be a number of influential kinds of contemporary criticism, including "New Criticism" (Richards), rhetorical criticism (Booth), literary hermeneutics (Hirsch), affective criticism (Fish) and Marxist criticism (Williams). *Paul C. Doherty*

En 242 Conversion As a Literary Theme (F; 3)

Religious, moral, intellectual, and political conversion, as a recurrent theme in fiction, poetry, and autobiography. The course will attempt to uncover the basic structure of the conversion experience and to observe its historical variations in literature. *Joseph A. Appleyard, S.J.*

En 245 Courtly Love Tradition (F; 3)

A historical survey of English and continental love literature from Andreas Capellanus to Chaucer. The course will attempt to assess the significance of the tradition and to apply its chief characteristics to a reading of Chaucer's *Troilus*. *Joseph Longo*

En 247 Heroines in 19th Century American Fiction (F; 3)

This course will focus on the concept and dramatization of the heroine in selected fiction by Susanna Rowson, Hawthorne, Howells, James, Dreiser, Charlotte Perkins Gilman, Mary E. Wilkins Freeman and Kate Chopin. Although we will consider the cultural and historical milieu that affected the writers' perceptions of the heroine, primary attention will be paid to the heroines in the context of the literary form the author selects—domestic novel, romanticism, realism, naturalism, regional sketch, etc. American studies as well as literature students are welcome. *Glenda Hobbs*

En 253 The Concord Idealists (F; 3)

American philosophical idealism of the nineteenth century—"The transcendental insurgence"—explored in the works of Emerson, Thoreau, Hawthorne, Alcott, Fuller, and the Jameses, with attention to corresponding developments in Continental literature and contemporary interest in utopianism, natural mysticism, and environment. *John J. McAleer*

En 256 Writing the Essay and the Article (S; 3)

Methods of writing non-fiction, with some reading in contemporary writers like E. B. White and George Orwell. Frequent short papers will be required. Limited enrollment. *Francis Sweeney, S.J.*

En 258 American Fiction 1870-1920 (F; 3)

A study of selected masterpieces of fiction of the late nineteenth and early twentieth century, with emphasis upon the intellectual and cultural contexts of the writers, their place in American literary history, and their dialogues about fiction and the values of their time. Twain, Howells, James, Crane, Dreiser, Gertrude Stein and Edith Wharton will receive major attention. Writers such as Horatio Alger, Bret Harte, G. W. Cable, Sarah Jewett, Ambrose Bierce, Frank Norris, Kate Chopin, Paul Dunbar, Charles Chestnut, J. W. Johnson, Jack London, Upton Sinclair, and Willa Cather will receive brief mention. *Henry Blackwell*

En 259 The Novel of Manners (S; 3)

Established and emergent forms of higher social experience in England and America studied in the works of Burney, Austen, Waugh, Howells, James, Wharton, Marquand, Auchincloss, Updike, and O'Hara—the basic themes, styles, and techniques of a legacy of form that has been a transmission belt of values on which our culture and civilization rests. *John J. McAleer*

150 / Description of Courses

ENGLISH

En 270 The Confidence Man in World Literature (S; 3)

A study of an archetypal character who stands often at the center of intellectual and literary history. Theatrical or sincere, a saviour or a devil, the confidence man is representative of his age and defines its central dilemmas. He also poses an ultimate challenge to the artist who creates him. Representative examples found in Camus, Gide, James, Dickens, Orwell, Matthew, Chaucer, Mann, and many others. Current parallels also considered. Dennis Taylor

En 275 Novels by Women About Women (F; 3)

A study of ten representative novels about women by English and American women writers of the 18th, 19th and 20th centuries, including works by Fanny Burney, Mary Wollstonecraft, Jane Austen, George Eliot, Charlotte Brontë, Edith Wharton, Virginia Woolf, Kate Chopin, Zora Neal Hurston, and Margaret Drabble. Kristin Morrison

En 278 Irish Expatriate Playwrights (S; 3)

A study of the plays of three important modern playwrights—Oscar Wilde, Bernard Shaw, and Samuel Beckett—with particular attention to their individual rejection of Ireland and the significance of expatriation in their distinctive literary careers. Kristin Morrison

En 283 The Plays of O'Neill, Miller, Williams and Albee (F; 3)

An intensive reading of method and motif, in over a dozen plays by four modern masters. Leonord R. Casper

En 284.04 Advanced Writing (F; 3)

Study of effective writing in the natural sciences and social sciences. Stylistic analysis of selected writers. Study of political, philosophical and scientific prose for the purpose of writing clearly and concisely about ideas important to these disciplines. Emphasis on philosophical, stylistic and organizational problems that confront the effective writer in these fields. Readings drawn from a variety of sources selected to aid the study of theory and assist writing practice. List of readings will be posted on instructor's office during registration. Limited enrollment. Alan Weinblott

En 284.05 Advanced Writing (F; 3)

Study and imitation of prose selections (non-fiction) by some important English and American writers. Frequent writing assignments. The writers who will serve as models are Pepys, Addison, Hume, Gibbon, Hazlitt, Thoreau, Darwin, Twain, Henry James, Stein, Hemingway, and Orwell. Limited enrollment. Poul C. Doherty

En 286.02 Tragedy in Drama and Fiction (F; 3)

This course will look at the "genius of tragedy"; the independent, sometimes radical vision of some Elizabethan dramatists including Shakespeare and of some American and Russian novelists. Joseph M. McCafferty

En 287 The Short Novel (S; 3)

A close study of the short novels and long short stories of novelists like Dostoevsky, Tolstoi, Flaubert, Mann, James, Conrad, and Crane, with special emphasis on the historical development of this form and the relationship between it and the vision of life presented. John J. Sullivan

En 291 20th Century Irish Poetry Since Yeats (S; 3)

The works of the major Irish poets who follow Yeats will be considered. Among those included will be: Austin Clarke, Patrick Kavanagh, Thomas Kinsella, John Montague, Richard Murphy, Seamus Heaney. Adele M. Dolsimer

En 293 Victorian Poetry (S; 3)

An in-depth study of the major Victorian poets, Tennyson, Browning, Arnold, Hardy, and Hopkins. Dennis Taylor

En 294 Recent Fiction by American Women (S; 3)

Study of resilience in fiction by such writers as Tillie Olsen, Grace Paley, Joan Didion, Joyce Carol Oates, Susan Sonntag, Sylvia Plath, and Toni Morrison, with some attention paid to precedents set by Katherine Anne Porter and Eudora Welty. Leonord R. Cosper

En 302 Senior Survey of English Literature I (F; 3)

A detailed consideration of the development of English Literature from Beowulf to Samuel Johnson with a more intensive analysis of the major documents as mirrors of social and cultural change. Robert E. Reiter

En 303 Senior Survey of English Literature II (S; 3)

A detailed consideration of the development of English Literature from the work of the early Romantics to the achievements of the post-World War II generation with a more intensive analysis of the major documents as mirrors of social and cultural change. P. Albert Duhomel

En 307 Senior Seminar: Revaluations (S; 3)

A course, limited to a small number of senior English majors, the object of which will be to enable students to look back on what they have studied as undergraduates and to integrate what they have learned into a coherent point of view towards literature and their own experience. The method to be followed, the texts, and the nature of the final project will be determined by the instructor and those who enroll in the course. Limited enrollment. Joseph A. Appleyard, S.J.

En 326 Donne (F; 3)

The course intends to direct close attention to the poetry of John Donne, to lead to an understanding and appreciation of his ideas and techniques. While there will be some emphasis on the historical context of the poetry, the main concern will be the formal success of the works discussed, not their historical value. Richard E. Hughes

En 337 Yeats (F; 3)

An intensive study of the poetry of William Butler Yeats. Yeats's drama and prose will be considered. Attention will be paid to the significant details of Yeats' life as they affected his art and to his relationship to both the Irish Literary Renaissance and the English Romantic Tradition. Adele M. Dolsimer

En 345 Literature and Politics of 18th and 19th Century Ireland (F; 3)

This course will examine the relationship between literature and politics in 18th and 19th century Ireland. Major works of Irish literature of this period will be considered in the light of their social and political origins, their subsequent effect on political conceptualization and action, and their place in the development of the Irish literary tradition. Among the writers to be considered are Swift, Merriman, Maria Edgeworth, William Carlton, Kickham, Somerville and Ross, Brinsley MacNamara. This course is taught jointly with Professor Kevin O'Neill of the History Department and is cross-registered. Adele M. Dolsimer

En 390 Reading and Research (F, S; 3, 3)

By arrangement

The Department

En 399 Scholar of the College Project

By arrangement

The Department

ELECTIVE COURSES OPEN TO BOTH GRADUATES AND UNDERGRADUATES

En 402 Poe: Seminar (F; 3)

A study of Edgar Allan Poe the author and also the disreputable mythical figure. We will study his poetry and fiction to see, among other things, the extent of his achievement, whether or not he used his mythical image to advance himself, and if so, whether or not it got in his way. Limited enrollment. John H. Rondoll III

En 403 Regional American Fiction (S; 3)

Beginning with the 19th century local colorists, we will study writers generally termed "regional." While we will consider such questions as a writer's relationship to his/her locale, the common (and unfortunate) dichotomy of "regional" vs. "universal," and how historical events/cultural milieu can influence an author's intentions, the primary focus will be on the novels and short stories as works of art. Writers studied will be selected from among the following: Bret Harte, Hamlin Garland, Sarah O. Jewett, Mary E. Wilkins Freeman, Henry James (*The Bostonians*), Kate Chopin, Willa Cather, Ellen Glasgow, Edith Wharton, Harriette Arnow, Flannery O'Connor, Zora Neale Hurston, Rolvaag, and Nathanael West. Limited enrollment. Glenda Hobbs

En 404 Gothic Fiction: Walpole to James (S; 3)

An examination of the evolution of Gothic fiction in England and the United States. Walpole, Radcliffe, Lewis, Shelley, Brown, Hogg, Poe, Hawthorne, Melville, and James. Limited enrollment. Poul Lewis

En 405 F. Scott Fitzgerald: Seminar (S; 3)

A chronological survey of the works of F. Scott Fitzgerald, studying both the man and the myth to see how he was victimized by the myth and eventually, after great pain, threw it off. Limited enrollment.
John H. Rondoll III

En 411 Arthurian Legend (F; 3)

An examination of the story of Arthur as found in the early remains (Nennius, *The Annals of Wales*), Welsh tales (*Mabinogion*), the chronicles (Geoffrey, Waace, Layamon), the romances (Chretien de Troyes, Wolfram von Eschenbach, Sir Thomas Malory).
Charles Regon

En 415 Late Middle English Poetry, Drama, and Prose (S; 3)

A study of the literature of the last century and a half of the Middle Ages, with readings in Chaucer's contemporaries, the Gower-poet, Langland, and Gower; in the lyric, the romance, and the drama; and in the fifteenth-century English and Scots writers Lydgate, Hoccleve, King James I, Henryson, Dunbar, and Malory.
Charles Regon

En 440 Dickens: Seminar (S; 3)

Detailed discussion of seven major Dickens novels, working toward a sense of his artistic development. *Oliver Twist*, *Martin Chuzzlewit*, *Dombey and Son*, *David Copperfield*, *Bleak House*, *Great Expectations*, and *Our Mutual Friend*. Limited enrollment.
Rosemarie Bodenheimer

En 470 Prosody and the Metrical Traditions of English Poetry (F; 3)

A study of the theory and practice of prosody as applied to the major traditions of English poetry. The evolution of various poetic forms will be traced. Traditional and modern approaches to the problem of metrical variation will be considered. Emphasis will be placed on how prosody contributes to the understanding of a poem's art, but other literary devices will also be considered.
Dennis Taylor

GRADUATE COURSES

En 626 Modern Poems: British and American (F; 3)

This course will build a sense of the common concerns and directions of earlier 20th-century verse by careful exploration of individual poems and comparisons among groups of poems by a variety of writers. Emphasis will be given to Yeats, Eliot and Frost, but discussions will also include poems by Hardy, Stevens, Williams, Larkin, Lowell and others.
Anne Ferry

En 627 Literary Boston (F; 3)

The cultural ascendancy of Boston studied in the works of James, Howells, Santayana, Marquand, Emerson, Boston, the Lowells, O'Connor, Updike, Parker and Macdonald.
John J. McAleer

En 628 James and Faulkner (S; 3)

An intensive study of the major novels of Henry James and William Faulkner. The novels to be read will include *The Portrait of a Lady*, *The Wings of the Dove*, and *The Ambassadors* by James. We will read the key novels of Faulkner's Yoknapatawpha County cycle, among which are *The Sound and the Fury*, *Absalom, Absalom*, *As I Lay Dying*, and *Light in August*. Strong emphasis will be placed on the aesthetic theory of these two important writers.
Cecil Tote

En 634 The Enlightenment and English Literature (F; 3)

Studies in the development of the Neoclassic spirit in eighteenth-century England. The course will concentrate on poetry, satire, literary criticism, and moral and political philosophy, and major figures to be studied include Alexander Pope, Jonathan Swift, Samuel Johnson, and Edmund Burke. There will be a continuing concern with the impact of the European Enlightenment on the literature.
John L. Mohoney

En 635 From Romantic to Victorian: 1810-1840 (F; 3)

A study of a thirty year period which includes the climax of the Romantic period and the emergence of the Victorian period. An attempt to understand the nature of periods, transitions, and the process which leads from Keats to Tennyson, Coleridge to Carlyle, Byron to Browning, Austen to Dickens, and Wordsworth the poet to Wordsworth the Laureate.
Dennis Taylor

En 636 Victorian Fiction and Faction (S; 3)

A study of Victorian prose prophets and realists, novelists and essayists who used each other's fictive and factive techniques flexibly to encounter and criticize and exhort the first industrial society. We will read Carlyle's history (or epic novel?) *Past and Present* and Arnold's *Culture and Anarchy* essay (or drama?) as a way of measuring both the stylistic-generic and the political-historical accomplishments and concerns in the masterworks of Thackeray, Dickens, George Eliot, Charlotte Brontë, Meredith and Hardy, and we will conclude by reading Lytton Strachey's biography (or novel?) *Eminent Victorians*.
Judith Wilt

En 641 Shakespeare's Contemporaries (F; 3)

A detailed consideration of the best-known works of Shakespeare's contemporaries, Christopher Marlowe, Ben Jonson, Beaumont and Fletcher, with a survey of the major works of other Elizabethan dramatists, beginning, after a review of the origins of English drama, with George Peele and John Lyle, and extending through the works of important Jacobean dramatists like Middleton, Massinger, Shirley and Ford down to the closing of the theatres in 1642.
P. Albert Duhamel

En 652 Criticism (S; 3)

This course will attempt to develop and investigate some of the most important and enduring problems of literary criticism through the careful reading of a number of classic and modern critical texts. The problems will include the relation of imitation to expression, the respective roles to be played by reason and emotion, and the moral function (or lack of it) of literature. Among the authors read will be Aristotle, Sidney, Dryden, Johnson, Coleridge, Arnold, Eliot, Leavis, and Edmund Wilson. Classes will be conducted almost entirely in discussion.
William Youngren

En 660 Early Medieval Narrative Structures (F; 3)

Studies in the narrative traditions of early medieval Europe (to about 1300), both fictional and historical, to discover the critical and scholarly methods most consonant with works such as *Beowulf*, *Njöl's Sögo*, *The Poem of the Cid*, and *The Nibelungenlied* and with authors such as Augustine, Bede, Gregory of Tours, and Einhard. All the readings are in modern English.
Robert E. Reiter

En 691 Guided Study: Criticism (F; 3)

By arrangement

P. Albert Duhamel

En 692 Guided Study: Criticism (S; 3)

By arrangement

P. Albert Duhamel

En 693 Guided Study: Literary History (F; 3)

By arrangement

P. Albert Duhamel

En 694 Guided Study: Literary History (S; 3)

By arrangement

P. Albert Duhamel

En 700 Old English (F; 3)

A study of the Old English language through a reading of selected prose and poetic texts—the Alfredian Bede and Orosius, *The Wife's Lament*, *The Seafarer*, *The Wanderer*, *The Battle of Maldon*, *The Dream of the Rood*—with assignments in grammar and vocabulary and readings in significant scholarship, with reports. Open with permission to undergraduates.
Charles Regon

En 705 Problems in Shakespearean Scholarship: Tragedies and Romances (S; 3)

A review of current approaches to the study of Shakespeare illustrated by discussions of the major critical problems to be found in the plays written between 1601 and 1612.
P. Albert Duhamel

En 706 Chaucer: The Canterbury Tales (S; 3)

An examination of the tales with concentration upon several of the more controversial of them, ancillary readings in documents treating medieval life and customs, and a study of selected Chaucerian scholarship.
Charles Regon

En 708 17th Century Lyric Poetry (F; 3)

A study of the themes and conventions in the poetry of Donne, Herbert, Jonson, Marvell and their contemporaries.
Anne Ferry

En 725 Beowulf (S; 3)

A close reading of *Beowulf* (about ten weeks) and perhaps one or two other poems, time permitting. Other assigned reading includes analogues to the poetry and important scholarly essays.
Richard Schroder

En 739 Major Victorian Poets (S; 3)

Readings in the poetry of Tennyson, Browning, Arnold, and Hopkins, with special emphasis on the major poems of Browning and modern critical responses to them.

John F. McCorthy

En 755 The Plays of O'Neill, Miller, Albee, and Williams (F; 3)

An intensive reading of methods and motif, in over a dozen plays by four modern masters.

Leonard R. Casper

En 767 Literary Biography (S; 3)

Literary biography examined as an art form, including thesis biography, definitive, authorized, documentary, psycho-critical, investigative, debunking, interim, interior, demythologizing, historical, oral, fictional, grapefruit, intimate, and biography of denigration. Subjects will include Johnson, Keats, Hardy, Dickens, Pope, the Brontës, Poe, Twain, Dreiser, Stout, Dickinson, Emerson, Thoreau, Hemingway, Fitzgerald, Doyle, Melville, Frost, and Lovecraft.

John J. McAleer

En 789 Teaching English at Boston College (F; 3)

Designed principally for first-year Teaching Fellows in English, this course is intended to help them understand the concept of Core courses and to assist them in the theory and practice of teaching English.

The Department

En 790.02 Bibliography and Method (F; 3)

A course for first-year graduate students designed to introduce them to the tools of their profession, and to develop their skills in bibliography, scholarship, and criticism.

Limited enrollment.

Richard Schroder

En 790.03 Bibliography and Method (S; 3)

See description for En 790.02, above.

Daniel McCue

En 799 Readings and Research (F, S; 3, 3)

By arrangement

The Department

En 801 Thesis Seminar (F, S; 3, 3)

By arrangement

The Department

En 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

En 824 Doctoral Seminar: Spenser (F; 3)

A study of Spenser's *Foerie Queene*. It will emphasize the poem's synthesis of medieval and Renaissance literary conventions and the moral significance of its action.

Andrew Von Hendy

En 825 Doctoral Seminar: Eighteenth Century British Fiction (S; 3)

An intensive study of major novels by Defoe, Richardson, Fielding, Smollett, and Sterne with some attention to the development of the Gothic novel and the novel of sentiment. The seminar will also consider the eighteenth century literary setting. Continental influences, and important critical approaches to the novel.

John L. Mohoney

En 998 Doctoral Comprehensive (F, S; 0, 0)

Doctoral students who have completed all formal course requirements and who are in the process of preparing for their Oral Comprehensive Examinations should enroll for this course.

By arrangement

En 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Fine Arts (Fa), (Fs)

Art History

Fa 101-102 Introduction to Art History (F, S; 3, 3)**Fa 103-104 Art History Workshop (F, S; 3, 3)**

The related courses provide a basis for intelligent understanding and enjoyment of the arts. The major monuments of western art from ancient times to the twentieth century are discussed and considered in relation to the larger historical and cultural framework in which they were created. The class meets twice weekly for lectures and once in small discussion sections. Class assignments include the study of significant works of art in Greater Boston. The concurrent Art History Workshop (Fa 103-104) offers practical experience with an insight into some of the chief technical and aesthetic questions facing the artist both in the more distant and recent periods. Students taking Fa 101-102 are strongly urged to elect this studio course, which meets once a week. (Departmental majors, please consult requirements).

The Department

Fa 107 History of Architecture (F, S; 3, 3)

The evolution of architectural styles in the western world. Consideration will be given to the historical, religious, social, political and structural problems that influenced development of those styles.

Josephine von Henneberg

Fa 108 Great Art Capitals of Europe (S, 3)

For art historians, art lovers, urbanists and travelers. The course deals with the cities that led the Western world in artistic accomplishments, among them Athens, Rome, Paris, and London. In these cities art styles were born and often reached their finest expression. Emphasis will be placed on the art that is collected in the museums and monuments of each city as well as on the city itself as a work of art. The growth of each city will be traced and the historic styles that shaped it defined.

Pamela Berger

Jefferey Howe

Fa 151 Modern Art (F, S; 3, 3)

An introduction to art in the western world from the late eighteenth century to the present. The work of some of the major painters and sculptors will be seen in relation to the contemporary cultural and political ferment which helped to shape it whilst being shaped by it in turn. Emphasis placed on French, English and German painters and sculptors. Among those included are: David, Ingres, Constable, Monet, Van Gogh, Gauguin, Matisse, Picasso, Kandinsky, Mondrian, Duchamp, and Dali.

Jefferey Howe

Fa 172 (Bk 128) African Art (S; 3)

The traditional arts of sub-Saharan Africa are charged with an emotional intensity and clarity of form that the art of few other cultures can match. This survey will present African sculpture as the visible expression of a complex transcendental world of African philosophy and religion. Architecture and textiles will also be discussed in the context of "tribal" life.

Offered 1980-81

Kenneth Croig

Fa 181 History of the European Film (S; 3)

From a close study of various European films one detects certain patterns which are in retrospect designated as movements. Utilizing a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema. Lectures, readings, and discussion will reinforce the multiple viewings of films.

John J. Micholczyk, S.J.

Fa 182 The Documentary Film (S; 3)

A film is not created in a vacuum, but represents the historical, social, economic and political milieu from which it emanates. The documentary works of the masters—Flaherty, Resnais, Ivens, Capra and Riefenstahl—will serve as an indisputable witness to these complex zones in our contemporary culture.

Offered 1980-81

John J. Micholczyk, S.J.

Fa 211; 212 (Cl 212; 213) Art of the Ancient Mediterranean World (F, S; 3, 3)

The visual history and arts of the Ancient Mediterranean world will be studied from the rise of civilizations along the Nile, in the Holy

Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages.

The Fall Term will emphasize Greek Art to the beginning of the Roman Empire.

The Spring Term will be devoted to Roman Art in its broadest sense, beginning with Etruscan and Greek Italy in the Roman Republic.
Cornelius Vermeule

Fa 214 Greek Sculpture (S; 3)

The sculpture of the ancient Greeks is the visible testimony of one of the great ages of man. Drawing on mythological tradition for its subjects and exhibiting an ever-changing and evolving style, Greek sculpture embodies the highest artistic ideals of the Western world, ideals in which the form and thought of man himself play the leading roles.

Fa 221-222 Art of the Medieval World (F, S; 3, 3)

A scrutiny of Early Medieval art in the East and West: Early Christian, Byzantine, Irish, the Carolingian Renaissance, Ottonian Art and early Romanesque Art.

Romanesque, late Byzantine and Gothic Art are investigated in the second semester.
Pomela Berger

Fa 225 Irish Art (S; 3)

After a brief view of Irish megalithic art and Celtic art of La Tène Age in Europe, this course will turn to a study of the synthesis of Celtic motifs and aesthetic into the new Medieval style forged in Ireland.
Pamela Berger

Fa 231 The Arts of the Italian Renaissance (F; 3)

The painting, sculpture, architecture of the Renaissance in Italy will be studied from the early fifteenth century in Florence to the sixteenth century in Rome. The lives and works of the principal artists will be discussed as well as their relationships to the patronage of the Medici, the Popes and the princely Courts in Northern Italy.

Josephine von Henneberg

Fa 232 Renaissance Art in Northern Europe (F; 3)

Painting and sculpture in France, the Low Countries and Germany from the late fourteenth through the early sixteenth centuries. Emphasis on the roots of fifteenth century art in the International Style, on masters of painting such as Campin, the Van Eycks, Rogier van der Weyden, Hugo van der Goes, Hieronymus Bosch, Grünewald, Dürer, as well as on the sculpture of Tilman Riemenschneider and Veit Stoss.
Kenneth Craig

Fa 241 The Age of Baroque (F; 3)

The seventeenth century is one of the great epochs in the history of art. The style of this period, the Baroque, swept all of Europe. Yet it is hardly a uniform phenomenon since it can range from the brilliantly intellectual to the touchingly emotional. What links this wonderful variety is the desire to produce a new naturalism in the visual arts. This is the thread that connects artists as diverse as Caravaggio, Bernini, Rubens, Poussin, Rembrandt, and the Carracci—the Titans of the age. Their work is the principal focus of this course.
Kenneth Craig

Fa 251 Modern Architecture (S; 3)

The evolution of modern architectural form from the late eighteenth century revival styles to individual architects of the twentieth century such as F. L. Wright, Gropius, Mies van der Rohe, Le Corbusier.
Jefferey Howe

Fa 263-264 (As 363; 364) The Arts in America from Colonial Times to the New York School (F, S; 3, 3)

The fall semester examines painting, sculpture, architecture as well as furniture and other minor arts created from Colonial times to the Civil War.

During the spring semester the subsequent development of the American arts and the intensification of the European impact is discussed. Resources of the Greater Boston area are explored in field trips.

Fa 273;274 Far Eastern Art (F, S; 3, 3)

An introduction to the arts of China, India and Japan.

Fall semester: The Arts of China

From the bronzes of the Shang, Chou and Han Dynasties; through

the great tradition of landscape painting in Sung, Yuan, and Ming; to art in 20th century China.

Spring semester: The Arts of India

From the artifacts of the Indus Valley Civilization; through the rise of Buddhism and the culmination of Buddhist sculpture in the Gupta Period; to Hindu works of the medieval period. (Includes related Buddhist material in China and Japan).
Gail Banks

Fa 284 The Eastern European Film (S; 3)

In the films emanating from Eastern Europe prior to and following World War II, several thematic patterns can be detected—a preoccupation with war and Resistance, the absurdity of daily life, political manipulation, progressive dehumanization, and collective heroism. Polanski, Wajda and Lenica from Poland, Kadar, Forman and Menzel from Czechoslovakia. Szabo and Jancso from Hungary, and Eisenstein and Pudovkin from the Soviet Union—all represent various thrusts to the European cinema industry. The films of these directors, often couched in surrealist, historical, and animated allegories, are studied carefully for technique and content and situated in their historical context through parallel readings.

Offered 1980-81

John J. Michalczyk, S.J.

Fa 286 History of Photography as a Fine Art (S; 3)

A study of photography from the 1830's to the present day in France, England, and the United States. Style and subject matter are emphasized rather than technical processes. The course will consider the work of individual photographers such as Nadar, Talbot, Stieglitz, as well as the reciprocal relationship between photography and modern art.
Stephen Rose

Fa 288 (RI 362) A Pléiade of French Literary Film Directors (S; 3)

Seven French novelists evolved from the written word to the celluloid image each in a unique manner. Cocteau, Malraux, Robbe-Grillet, Duras, Giono, Pagnol and Guitry made contributions to both media. This course analyzes the technique, content, and characterization in both the cinematic and literary work of art, as in the case of Cocteau's *Orpheus* or Malraux's *Man's Fate*.

Offered 1980-81

John J. Michalczyk, S.J.

Fa 290 History of the City (F; 3)

An examination of various city types, plans, functions, and symbolic meanings from medieval to modern times. Topics include the growth of London, the expansion of Paris and Vienna, colonial capitals such as New Delhi and capitals in developing areas including Brasilia and Chandigarh.
Josephine von Henneberg

Fa 291 Masters of the Print (F; 3)

The history of prints and printmaking as seen in the works of the world's greatest practitioners of the graphic arts. This course will chronicle the development of the print from its beginnings to the modern masters with special emphasis on the graphic production of artists such as Mantegna, Dürer, Rembrandt, Goya, and Picasso. Topics will also include methods and techniques of printmaking, iconography, and the function of prints as a conduit of artistic influence.
Kenneth Craig

Jefferey Howe

Fa 322 The Art of Late Antiquity (S; 3)

This course will examine the complex transition from the culture of paganism through the rise of Christianity. The Jewish heritage of Early Christian Art will be explored as will the impact of the imagery of the mystery religions of Isis, Cybele and Mithra.

Offered 1980-81

Pamela Berger

Fa 328 Late Medieval Painting (S; 3)

This course will concentrate on painting from the twelfth to the early fifteenth century, primarily in the North. Illuminated manuscripts, stained glass windows, panel painting and mural painting will be discussed.

Fa 332 The Age of Leonardo, Michelangelo and Raphael (S; 3)

The "High Renaissance" lasted only a short while, but it produced artists of such unqualified excellence that the age became known through history as one of the high points of western civilization. The lives and works of these men will be examined in detail, with the socio-historical conditions that made their development possible.
Josephine von Henneberg

154 / Description of Courses

FINE ARTS

Fa 333 Venetian Painting (F; 3)

Giorgione, Titian, Tintoretto, and Tiepolo are some of the most celebrated members of an unbroken painterly tradition that extends from the mid-fifteenth to the early nineteenth century and beyond. The course focuses on the achievements of these masters.

Fa 341 Dürer and His Contemporaries (S; 3)

Sixteenth century art in Germany and the Netherlands. The rich and sometimes puzzling imagery of the period will be studied against a background of complex artistic and historical influences in Northern Europe. The course will concentrate on leading masters of the era including Dürer, Cranach, Jerome Bosch, and Pieter Bruegel the Elder.

Offered 1980–81

Kenneth Croig

Fa 342 Age of Rembrandt (S; 3)

The golden age of Baroque painting in Holland will be studied against the historical background of changing patterns in religious thought, political alliances and patronage throughout Europe. Focus will be on Hals, Rembrandt and Vermeer as well as on the development of genre and landscape.

Kenneth Croig

Fa 343 Art of the Eighteenth Century (F; 3)

The course examines selected topics such as the spread of Rococo art throughout Europe, the transformation of French classicism, the origins of the Sublime, as well as the development of English naturalism.

Fa 344 From Bernini to Wren: Architecture of the Baroque (S; 3)

Soaring domes, undulating façades, and magnificent vistas are just a few of the characteristics that make seventeenth-century architecture one of the most delightful and rewarding studies in the history of western art. Rome was the cradle of this distinctive architectural style as artists like Bernini and Borromini changed the face of that city. But the Baroque style in architecture spread rapidly and it became the symbol of the wealth and power of nations. This survey—from Bernini in Rome to Christopher Wren in post-conflagration London—will present the great architectural monuments of the age as well as the artistic personalities who were responsible for their creation.

Kenneth Croig

Fa 353 The Romantic Era (F; 3)

The course begins with a consideration of anti-Rococo developments in terms of Neoclassic reform and new moralizing tendencies. Special attention is given to Goya and to David and to the 'Romantic' aspects of Neoclassicism as seen in Canova and Ingres. The diverse phenomena of Romanticism are studied in the art of England, Germany, and France, with attempts to distinguish national characteristics in masters like Blake, Friedrich, and Delacroix. The development of 'Romantic' landscape painting from its eighteenth-century origins through such artists as Constable, Turner, and Corot is also stressed.

Morionne W. Mortin

Fa 354 Impressionism and Neo-Impressionism (S; 3)

This course will emphasize the origins of Impressionism in France with special attention paid to Monet and Renoir. The spread of the style to England and Germany will also be considered. The course will conclude with an assessment of the historical significance of Impressionism as a force acting on subsequent styles.

Morionne W. Mortin

Fa 355 From Symbolism to Surrealism (F; 3)

From an examination of the diverse reactions to Impressionism in the 1880's the course proceeds to a discussion of *art nouveau*, sculptural trends around 1900, to the rise of Expressionism in France and Germany. The creation of Cubism, Italian Futurism, the evolution of abstract art are traced, and, finally, the anti-rational currents from Dada to Surrealism are analyzed.

Jefferey Howe

Fa 356 Art Since 1945 (S; 3)

A study of the history of painting and sculpture from 1945 to the present. Emphasis will be placed on the origins and development of Abstract Expressionism, Pop Art, and Color Field Painting. Some attention will also be paid to the persistence of the Surrealist tradition.

Fa 357 Sculpture in Europe 1850–1940 (F; 3)

This course will concentrate on the major figures of the period: Carpeaux, Rodin, Matisse, Picasso, Brancusi, Lipschitz and Moore.

Offered 1980–81

Jefferey Howe

Fa 381 The Propaganda Film: From the Aesthetic to the Manipulative (S; 3)

The film as a celluloid weapon created to move, incite or educate has been utilized socially and politically for more than half a century. This course will differentiate between aesthetic and propagandistic elements in the film by examining a cross-section of films on the international scene—*Potemkin*, *Triumph of the Will*, *Hearts and Minds*, *Why We Fight*, *The Spanish Earth*, etc.

John J. Micholczyk, S.J.

Fa 401 Seminar in Art Historical Research (F; 3)

The seminar aims to acquaint the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it orally to the class.

Pomelo Berger

Fa 402 Connoisseurship and Art Criticism (S; 3)

A course dealing with practical and theoretical aspects of the critical evaluation of works of art. Various significant critical approaches and actual works of art will be examined.

The Department

Fa 403–404 Independent Work (F, S; 3, 3)

This course may be offered from time to time to allow students to study a particular topic which is not included in the courses that are offered.

The Department

Fa 408 On Quality in Art (S; 3)

The course explores attempts from Vasari to Gombrich at formalizing critical judgments of artistic works in order to investigate the possibility of objective judgment. Works of art will be discussed in conjunction with the writings of Winckelmann, Baudelaire, Burckhardt, Berenson, Roger Fry, Apollinaire, Breton, Panofsky, and others.

Morionne W. Mortin

Fa 482 Film Criticism (S; 3)

James Agee, Andre Bazin, Pauline Kael, Judith Crist, Vincent Canby and Andrew Sarris—each of these critics brings to his or her critique a refined style and individualistic philosophy. Through the examination of a series of films, a careful reading of the above critics, and the use of different styles in written reviews, a more active critical attitude toward the screen experience is created.

John J. Micholczyk, S.J.

Studio Art (including Film and Photography)

Fs 001/002 Introduction to Studio Art (F, S; 3, 3)

The course, geared to the Liberal Arts student, provides both an academic and contemporary approach to drawing and painting, with elementary and advanced theory of design, composition, and organization. It includes figure drawing from live model, formal structure, introductory anatomy, foreshortening, composition and *chiaroscuro* in charcoal, conte crayon, pastel and an introduction to color.

The second semester is devoted to the use of various media: oil painting, water color, pastel, conte crayon, and an introduction to modeling in clay. Assignments include review portfolios.

Allison Mocomber

Fs 101–102 Foundations of Studio Art (F, S; 3, 3)

An introductory course for Studio Majors and others pursuing art seriously. The course focuses on the attitudes and elements that lead to an individual vision and is divided into three parts: drawing during the first semester, painting and sculpture during the second semester. It is a prerequisite for most other studio courses. Each semester's work receives grade and credit as one course.

The Department

Fs 107 Calligraphy (S; 3)

Training in manual control and visual design through the use of traditional scripts from the classical Roman period through the chancery hand as a basis for developing a contemporary idiom.

Allison Mocomber

Fs 171/172 Basic Film-making (F, S; 3, 3)

How an observation can be turned into a vision. Projects in silent film-making: angle, cut, light, take, shot breakdown, and dream. A class for beginners. Equipment is provided.

The Department

Fs 173;174 Animation I (F, S; 3, 3)

This course covers a variety of basic animation techniques. We emphasize "hands on" experience in bringing ideas and fantasies to life through animation. Work is done both individually and in small groups.

Ken Brown/Lisa Crofts

Fs 201-202 Figure Drawing I (F, S; 3, 3)

Prerequisite: Fs 101-102 or permission of the instructor.

Studies from the model in charcoal, ink, conte, pencil, mixed media; and through a variety of approaches: contour, gesture, volume, memory, quick and sustained studies, etc.

Fs 213-214 Printmaking I (F, S; 3, 3)

Prerequisite: Fs 101-102 or permission of the instructor.

As an introduction to printmaking, this course centers around demonstrations and discussions of various etching and engraving methods (hard ground, soft ground, aquatint, liftground, engraving, and a multiple image). It includes discussions of both the historical significance and present use of these more traditional techniques in conjunction with contemporary methods of intaglio (color, cut plates, found objects, viscosity, mixed medium) and relief printing. The focus will be on the print as a vehicle in establishing a personal vision.

Michoel Mulhern

Fs 221 Color (F; 3)

A course concerned primarily with sensitizing the student to understanding, seeing and using color with more subtlety and sophistication. The course has two components: a technical part dealing primarily with color mixture and color interaction; and an intuitive part, consisting of free color studies. Most work is done in gouache and collage.

John Steczynski

Fs 223-224 Painting I (F, S; 3, 3)

Prerequisite: Fs 101-102 or permission of the instructor.

The course focuses on the acquisition of basic painting skills and on the attitudes, awareness, and satisfactions that accompany this experience. Students will explore still life, figure painting, landscape and abstraction. Although class time is primarily spent painting, there are frequent discussions, critiques and slide presentations of paintings. It is suggested that students have some familiarity with and interest in painting or drawing before electing the course.

Andrew Tovorelli

Fs 225;226 Watercolor (F, S; 3, 3)

Prerequisite: Fs 101-102 or permission of the instructor.

An introduction to the various materials and techniques of watercolor.

The Department

Fs 233;234 Elements of Architecture I (F, S; 3, 3)

Prerequisite: Fs 101-102

An examination of the elements of architecture that distinguish it from other art forms as a physical definition of human activities and institutions. Through a series of short problems and a larger project due at the end of the semester, we examine both the various forces that shape these elements and their possible architectural solutions. Basic drawings—plan, section, elevation, paraline—and model building techniques used in describing these elements will also be investigated.

Jeremiah Eck

Fs 241;242 Handbuilding (F, S; 3, 3)

Prerequisite: Fs 101-102 or permission of the instructor.

Stress is placed on the basic fundamentals of ceramics as a means for self-expression. The course is conducted through informal talks and demonstrations. These include orientation and exploration of the possibilities of clay and glaze, technical background, history of and experience in all the techniques of handbuilding.

Students are required to spend at least 9 hours a week outside of class time on specific projects.

John Boordmon

Fs 251-252 Sculpture I (F, S; 3, 3)

Prerequisite: Fs 101-102 or permission of the instructor.

This course will focus on the basic elements of realizing an extended form in space. Discussions, critiques and slide presentations will center around this concept. Although traditional subject matter (the figure) and means (clay, plaster, wood, papier mâché, etc.) will be the mainstay, other elements such as plastics, industrial materials, and constructivist techniques will be introduced. This will provide the student with a broad vocabulary for their personal vision.

Michoel Mulhern

Fs 261;262 Intermediate Photography (F, S; 3, 3)

Prerequisite: Physics Ph 353 or permission of the instructor.

A course exploring the potential of the photographic image for personal expression. Lectures will include a brief history of photography as a creative art, and the class will visit gallery exhibits when appropriate.

Jim Stone

Fs 273;274 Intermediate Film-making (F, S; 3, 3)

Prerequisite: Previous film-making experience and permission of the instructor.

What pictures and sounds do to each other. Projects in sound film-making: dubbing, mixing, interview, dialogue, and inner voice. Equipment is provided.

The Department

Fs 275;276 Animation II (F, S; 3, 3)

Prerequisite: Animation I, or special permission of the instructors.

An extension of Animation I, using more advanced techniques and working towards several complete short films.

Ken Brown

Lisa Crofts

Fs 301-302 Figure Drawing II (F, S; 3, 3)

Prerequisite: Fs 201-202 or permission of the instructor.

Studies from the model with emphasis on the utilization of line as an indicator of the musculature and forms of the body. Various problems of refinement and spatial consideration; i.e., model in relation to Cubist space, architectural space, etc., will be given special consideration.

Fs 303-304 Structural Drawing (F, S; 3, 3)

Prerequisite: Fs 101 or permission of the instructor.

An intermediate course which uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy, and manual control through the rendering of objects. Students are expected to master proportion, perspective, foreshortening, modeling, shading, and spatial rendering in a variety of media.

John Steczynski

Fs 306 Compositional Drawing (S; 3)

Prerequisite: Fs 303-304 or permission of the instructor.

An extension of the problems involved in structural drawing with more complex subject matter, more experimental use of media, and stressing the use of the page as a composition.

John Steczynski

Fs 308 Experimental Drawing (S; 3)

Prerequisite: Three semesters of drawing or permission of the instructor

The use of drawing to experiment with a broad range of stimuli and ideas. Pictorial images are developed from the internal needs of the drawing itself rather than from such external considerations as representation, illustration, and expression.

Offered in 1980-81

John Steczynski

Fs 313-314 Printmaking II (F, S; 3, 3)

Prerequisite: Fs 213-214

Development of expertise in various intaglio methods of printing, particularly color printing, cut plate techniques, collagraphs and multi-color (relief-intaglio) dimensional prints, etc.

While a number of problems will be introduced, students will be able to choose and explore the methods most congenial to their vision and goals.

Michoel Mulhern

Fs 323-324 Painting II (F, S; 3, 3)

Prerequisite: Fs 223-224 or permission of the instructor

This course is designed for more advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. The format of the course is similar to Painting I but differs in the sophistication and complexity of the painting issues covered. Students are encouraged to begin to work toward more personal means of painting.

Andrew Tovorelli

Fs 333;334 Elements of Architecture II (F, S; 3, 3)

Prerequisite: Fs 233;234 or permission of the instructor

A continuation of Elements of Architecture I with expanded emphasis on the relationship between architectural elements that make up a community. Students will be expected to examine a full range of architectural determinants including programming, site analysis and design development. Special emphasis will be given to environmental determinants as they affect the design process.

Jeremiah Eck

156 / Description of Courses

GEOLOGY AND GEOPHYSICS

Fs 341;342 Ceramics II (F, S; 3, 3)

Prerequisite: Fs 241;242 or permission of the instructor

An investigative approach to the use of clay and glaze with demonstrations and practice of all working processes; i.e., throwing techniques, hand and slab forming, glaze and slip application, and production and firing methods. The aim is to expand the scope of the ceramic experience and to develop individual interest in the medium to its fullest capacity.

John Boardman

Fs 343;344 Ceramics: Wheelthrowing (F, S; 3, 3)

Prerequisite: Fs 341;342 or permission of the instructor

Fundamentals of throwing on the potter's wheel. Emphasis is placed on the development of throwing skills, not the acquisition of objects. During the second semester specific projects are given which assist the student in developing throwing skills at an advanced level. Emphasis is placed on design techniques and professionalism. Seminars, lectures, slides, films, and field trips cover what is being done and what is possible in the medium of ceramics.

John Boardman

Fs 351-352 Sculpture II (F, S; 3, 3)

Prerequisite: Fs 251-252 or permission of the instructor

This course is designed for the more advanced student who is familiar with the basic elements of sculpture. Although the format will be similar to Sculpture I, specific problems such as environments, serial sculpture, and minimal structures will be introduced to encourage the student to achieve a more individual expression.

Michael Mulhern

Fs 356 Soft Forms (S; 3)

Prerequisite: Fs 101;102

An exploration of both the sculptural problems of form and space through manipulating fabric, string, and related materials, and the conceptual problems inherent in this approach.

John Steczynski

Fs 357-358 Welded Sculpture (F, S; 3, 3)

Prerequisite: Permission of the instructor

An investigation of various manners of extending forms into space. Various techniques, such as oxy-acetylene and shielded-arc-welding will be covered. Although the student will be encouraged to begin where he or she wishes, different projects will be suggested.

Fs 363;364 Advanced Photography (F, S; 3, 3)

Prerequisite: Fs 261;262 or permission of the instructor

This course is designed for those with a strong commitment to still photography as a creative discipline. Students should be prepared to work intensively in an area of their own choosing, with the class acting as a forum for the critique of continuing work.

Charles Meyer

Fs 367;368 Experimental Photography (F, S; 3, 3)

Prerequisite: Fs 262 or permission of instructor

This will be a one-semester course for those interested in photography as a personally expressive medium. Encouragement will be given to the exploration of an individual direction for the student artist through non-standard application of photographic principles. Topics available for discussion include Sabattier effect, High contrast, hand-applied color, toning, photogram, multiple printing, and reticulation. Significant work outside of class will be expected.

Jim Stone

Fs 385;386 Independent Work (F, S; 3, 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. The final portfolio for the course is evaluated by a group of at least three faculty members.

The Department

Fs 424 Painting III (S; 3)

Prerequisite: Fs 223-224, 323-324

Advanced students who wish to pursue their individual styles of working may elect this course.

Andrew Tovorelli

Fs 485;486 Independent Work (F, S; 3, 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. The final portfolio for the course is evaluated by a group of at least three faculty members.

The Department

Fs 498 Senior Project (F; 3)

Required of all Studio Art majors. Students must have taken at least 4 semesters of work relating to their project prior to the Senior year. Directed by a member of the Department and evaluated by departmental review.

The Department

NOTE: A nominal laboratory fee is charged in most studio courses.

Geology and Geophysics (Ge)

Core Program: The CORE course offerings in the Department reflect the view that the planet Earth is the only one we shall ever live upon. This uniqueness requires that we consider the implications of our actions in our environment, whether they be the discharge of pollution, the use of petroleum and other natural resource, or the places in which we choose to live. The physical, chemical and biological factors of our environment home are a complex that affect all of us, some in direct and serious fashion; others in indirect and minor ways. However we view the earth we live upon, we are directly tied to it. The courses that we include for offering as CORE courses include a variety of subjects, approaches, and viewpoints. The variability provides maximum freedom of choice at both introductory and advanced levels, although all presume no prior knowledge of the science. Though you will not become scientists by enrolling in these courses, perhaps you will learn to view our home planet in a different and hopefully, more responsible fashion.

The following courses are intended for fulfillment of the science core requirement and have no prerequisites unless specified. Others may be substituted upon petition and consideration.

An asterisk after a course title indicates that a course carried a laboratory fee.

Ge 110 Excursions in Physical Geology* (F; 3)

An introduction to the operating concepts and processes of our only home and its environment, planet Earth. Simulated field trips will be used in an Audio-Tutorial format to enable the student to experience the physical aspects of geology, and guide much of his or her own development in the subject. One two-hour A-T session and one one-hour quiz section per week. Approximately five general assembly lectures per semester.

George D. Brown, Jr.

Ge 120 Excursions in Historical Geology* (S; 3)

A sequel to Ge 110, this course will explore the physical development of planet Earth, especially North America and the United States, and the biological evolution of the creatures that inhabit its surface. The Audio-Tutorial format will be used to examine representative or specific areas. One two-hour A-T session and one one-hour quiz section per week. Approximately five general assembly lectures per semester.

George D. Brown, Jr.

Ge 143-145 Geologic Hazards, Landslides, and Earthquakes (F, S; 3, 3)

The origin of earth materials and several landform features will be reviewed. The purpose is to prepare the way for the analysis of ancient, modern, and future geologic disasters. The analysis will deal with the type of catastrophe that must have occurred at Helice, Greece, in 373 B.C.; recent disasters such as the Vient dam disaster in Italy and the Alaskan earthquakes in China and California.

Two 75-minute lectures per week.

E. G. Bombolakis
John F. Devane, S.J.

Ge 150 Introduction to Astronomy* (S; 4)

The solar system, the universe, bodies in space, and their origins and relationship are the focus of this course. The Audio-Tutorial format is used to allow for individualized study of selected topics. Two lectures and one two-hour A-T session per week.

Edward M. Brooks

Ge 160-162 The World of Oceans and Coastal Environments* (F, S; 4, 4)

A discovery of the environments of the world's oceans and coast lines. Topics examined include a history of the growth of ocean basins, a description of the landforms and sediments found on the ocean bottom, the characteristics of ocean water, the movement of the water by waves, tides and currents, and the animals and plants that live in the deep and shallow waters. The second part is a study

of the evolution, ecology and processes of beaches, coral reefs, estuaries, and deltas-areas where the ocean meets land. Man's effect upon and benefits from each of these environments is stressed.

Three lectures per week. One one-hour laboratory demonstration, film and/or discussion each week. Two field trips.

Benno M. Brenninkmeyer, S.J.

Ge 170 Introduction to Meteorology (F; 4)

Description and examination of the properties and characteristics of the Earth's atmosphere. Meteorological instruments, analysis of relationships involving temperature, moisture, wind systems and front, and weather modifications.

Three lectures and one discussion per week. Edward M. Brooks

Ge 180-182 Introduction to Earth Science* (F, S; 3, 3)

This course will cover the various disciplines that traditionally are considered as the Earth Sciences, namely, Geology, Oceanography, Meteorology, and Astronomy. The format will include an Audio-Tutorial session each week to present principal aspects of each of the above fields. The course will emphasize the interrelations of these various disciplines and how they influence our existence on earth.

Two lectures and one two-hour Audio-Tutorial session per week.

James W. Ring, S.J.

Ge 190 Origins of Man (S; 3)

An introduction to the study of man as a biological creature. Organic in concept, this course will consider evolution, genetics, and the paleontologic record in establishing man's place in the realm of living things. Of particular concern are the primates, from Mesozoic ancestors to the present forms and *Homo sapiens*.

George D. Brown, Jr.

Ge 197 The Dynamic Earth (S; 3)

The focus of this course is the dynamism of the earth as reflected in the "drifting" of continents, the opening of ocean basins, the devastation caused by earthquakes, the eruption of volcanoes, and the formation of mountain ranges. The evidence for the movements of continents and the opening of ocean basins will be examined with the non-science student in mind. The origin of earthquakes and recent advances in their prediction and possible control will be discussed.

One evening lecture per week.

Dovid C. Roy

Ge 215 Coal, Petroleum and Uranium-Energy Resources (F; 3)

An introduction to the world's most abundant fossil fuel energy resource, coal, with comparisons to petroleum and uranium occurrences. The geological processes by which it is formed and acquires its unique characteristics, methods of exploration; resource and reserve assessment in various coal basins of the world; legal, economic, environmental and societal (LEES) questions concerned with extraction and utilization will be addressed.

Two 75-minute classes or conference periods per week for which laboratory exercises and/or field trips to Narragansett Basin or the Pennsylvania Anthracite Basin may substitute.

James W. Skehon, S.J.

Ge 315 Introduction to Pollution (S; 3)

The emphasis of this course will be on air, noise, and water pollution. One of the purposes of the course is to supply information on the environmental impacts of different energy technologies. The hope is that future choices of energy will take into account not only industrial feasibility and economy, but also minimization of danger to all forms of life as well.

One evening lecture per week.

Edward M. Brooks

Ge 360 World Climate and Life (F; 3)

This course is offered to students concerned with the environment. Climate, which controls much of our national environment, is examined and discussed. The effects of climate on vegetation, agriculture, water resources, transportation, communication, housing, health, and air pollution will be considered. Three lectures per week.

Edward M. Brooks

Ge 376 The Geology in Outer Space (S; 3)

Recent manned and unmanned space programs have greatly expanded our knowledge of the moon and nearby planets. This course will examine the "geology and geophysics" of these bodies in light of this new data. Results from the Apollo program will be used

to help develop a model for the evolution of the moon. The question of life on other planets. Mars and Venus particularly, will also be considered. Three lectures per week.

J. Christopher Hepburn

Major Courses

The following courses are designed for majors in the Department or in sciences in general. Some courses have prerequisites, other do not. All however, may be taken by students who seek elective credit.

Ge 130 Physical Geology* (F; 4)

An accelerated introduction to the important geologic processes believed to be operating on land, in the Earth, in the seas, on the Moon, and elsewhere. Two lectures and one laboratory-seminar per week; field trips. Intended for Geology & Geophysics majors and Honors Program students; fulfills core science requirement.

J. Christopher Hepburn

Ge 140 Historical Geology* (S; 4)

An intensive study of the development of the solar system, universe, and the Earth, including special reference data bearing upon the origin and evolution of life. Two lectures and one laboratory-seminar per week; field trips. Intended for Geology & Geophysics majors and Honors Program students; fulfills core science requirement.

Dovid C. Roy

Ge 200 Mineralogy* (F; 4)

Introduction to crystallography, structure and crystal chemistry of selected important minerals and the rock-forming silicates. Three lectures and one laboratory per week.

The Department

Ge 210 Optical Mineralogy* (S; 4)

Prerequisite: Ge 200

Principles of optical crystallography and their application in the identification of minerals, especially silicates, with the polarizing microscope. Three lectures and one laboratory per week.

The Department

Ge 225 Field Geology* (F; 4)

Prerequisite: Ge 130 and 140, or equivalent

Skill in the systematic study of bedrock exposures is the primary objective of this course. Field and laboratory problems are designed to give the students a variety of experiences in field identification and investigation of rocks and rock bodies, bedrock mapping, and air photo interpretation. Several Saturdays during the first half of the term will be spent in solving field problems.

Dovid C. Roy

Ge 292 Reading and Research in Geology (F, S; 3, 3)

A study of some problem or area of knowledge in geology.

The Department

Ge 293 Reading and Research in Geophysics (F, S; 3, 3)

A study of some problem or area of knowledge in geophysics.

The Department

Ge 294 Seminar in Geology (F, S; 3, 3)

Preparation, analysis, and discussion of problems of current interest in geology.

The Department

Ge 295 Seminar in Geophysics (F, S; 3, 3)

Preparation, analysis, and discussion of problems of current interest in geophysics.

The Department

Ge 296 Reading and Research in Oceanography (F, S; 3, 3)

The Department

Ge 297 Reading and Research in Meteorology (F, S; 3, 3)

The Department

Ge 305 Structural Geology* (S; 4)

Prerequisites: Ge 200; Mt 101; Ph 211 or equivalents

Features of deformed rocks will be described and related to geotectonics. The origin and development of folds and faults will be analyzed in terms of field data, experimental data, and the principles of rock mechanics. The laboratory will include solution of fold and fault problems by graphical methods employed in field work. Two lectures and one laboratory per week.

E. G. Bombolakis

158 / Description of Courses

GEOLOGY AND GEOPHYSICS

Ge 310 Introduction to Petrology-Petrography* (F; 4)

Prerequisite: Ge 200 or equivalent

An introduction to the phase relations of the major rock-forming minerals and to the classification, origin, and genesis of the igneous and metamorphic rocks. In the laboratory the student will learn the identification and classification of the igneous, metamorphic, and, to a lesser extent, the sedimentary rocks in hand specimen and thin-section. Three lectures and one three-hour laboratory per week. Field trips.

J. Christopher Hepburn

Ge 330 Principles of Paleontology* (S; 4)

An introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment. Two lectures and one laboratory per week.

George D. Brown, Jr.

Ge 340 Seminar in Regional Geology (S; 2 or 4 credits)

Prerequisite: Consent of the instructor

A seminar which studies the regional geology of a specific area of North America or elsewhere. One evening meeting per week. Up to 16 students will be selected from the class to participate in a two-four week field trip to the study area. Four credits are awarded to students who complete both seminar and field trip. Oral and written reports are required.

The Department

Ge 350 Regional Geology of North America (S; 3)

Prerequisites: Ge 130, 140, or equivalent

A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America. Two lectures per week. Readings, oral and written reports.

George D. Brown, Jr.

Ge 391 Introduction to Geophysics (F; 3)

Prerequisites: Ge 130, 140; Mt 200-201; Ph 211-212

An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include: seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces.

John F. Devane, S. J.

Ge 450-451 Exploration Geophysics I and II (F, S; 3, 3)

Prerequisites: Ge 130, Mt 200-201, Ph 211-212

A practical course in geophysical exploration methods; emphasis is on applications to petroleum and mineral exploration and geoenvironmental work. Part I covers seismic refraction and reflection methods and emphasizes modern techniques and applications. Part II covers gravity, magnetic, and electrical methods and their theory, instrumentation, data reduction, and interpretation.

The Department

Ge 460 Modern Sedimentary Environments (F; 3)

Prerequisites: Ge 130, 140, Ge 200

The course consists of examining the basis for interpreting sedimentary deposits in terms of processes, environments of deposition, succession of strata and sedimentary tectonics. The depositional environments to be studied will include deserts, rivers, lakes, glaciers, coasts (deltas, beaches), and marine (coral reefs, continental shelf and pelagic deposits).

Benno M. Brenninkmeyer, S.J.

Ge 491 Global Geology of Fossil Fuels and Uranium (S; 3)

This survey of the basic geology of major mountain systems and basins of Earth with special emphasis on the chief coal, petroleum and uranium deposits. A special emphasis will be on metamorphic coal basins and on plate tectonic setting of each of these mineral resources. Oral and written reports and at least one field trip. Two 75-minute meetings per week.

James W. Skehan, S.J.

Ge 500 Potential Field Theory (F; 3)

Prerequisites: Mt 300-301; Ph 211-212

This course will study the vector integral theorems of Gauss, Stokes and Green. In addition, potential methods of solving Laplace, Poisson, diffusion and wave equations under appropriate geophysical conditions will be considered. Two lectures per week.

John F. Devane, S.J.

Ge 505 Micropaleontology* (F; 4)

Prerequisite: Ge 330

An introduction to the study of very small but geologically important taxa of the plant and animal kingdoms. Groups studied will include

the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms. Two lectures and one laboratory per week.

George D. Brown, Jr.

Ge 520 Sedimentary Petrology* (S; 4)

Prerequisites: Ge 130, 140, 310

The petrography and origin of the major sedimentary rock types will be emphasized. The use of mineral and chemical composition together with textural and sedimentary analyses to understand sedimentary provenance and depositional environments will be explored in both the lectures and laboratories.

Davic C. Roy

Ge 525 Theory of Mineral Equilibria (F; 3)

Prerequisites: Integral and differential Calculus, Inorganic Chemistry; some knowledge of Thermodynamics is desirable.

The course consists of 2 interrelated parts. The first part will examine basic principles of thermodynamics; 1st, 2nd, and 3rd law of thermodynamics; theory of solution and equilibria in the chemical system using geological examples. During the second part the same principles will be used in understanding metamorphic reactions and silicate melt-crystal equilibria with special emphasis on geothermometry and geobarometry.

Two 75-minute lectures per week.

Rudolph Hon

Ge 526 Igneous Petrology* (S; 4)

Prerequisites: Ge 310 or equivalent

The origin and evolution of igneous rocks in the light of experimental and petrographic evidence. Introduction to the principles of phase equilibria.

Three lectures and one laboratory per week.

Rudolph Hon

Ge 528 Metamorphic Petrology (S; 3)

Prerequisites: Ge 310 or equivalent, Ge 525 recommended

The nature and origin of rocks that formed by metamorphism from pre-existing rocks. Topics will include the interpretation of mineral assemblages and their phase relations, the pressure-temperature regimes of metamorphism, and the relationships of metamorphism to igneous activity and plate tectonics.

J. Christopher Hepburn

Ge 530 Marine Geology (S; 3)

Prerequisites: Ge 130, or 140 or equivalent

Recent geological, geophysical and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heatflow, and magnetic data.

Benno M. Brenninkmeyer, S.J.

Ge 539 Coastal Geology (F; 3)

Prerequisites: Ge 130, 140, Mt 200-201, Ph 211-212 and Ge 450 or equivalent

Processes of deposition and erosion of the world's coastline. Topics to be considered are classification of shorelines; sea level changes; beach, paludal, deltaic, evaporite and carbonate environments. Special attention is given to shallow water hydrodynamics.

Benno M. Brenninkmeyer, S.J.

Ge 540 Sedimentary Geochemistry (F; 3)

Prerequisites: Ge 130; Ch 109-110; Mt 100-101

An introduction to the fundamentals of low-temperature inorganic geochemistry as applied to the formation of sediments and sedimentary rocks. The distribution of elements in the natural environment will be discussed. Elementary thermodynamics and pH-Eh relations will be used to understand processes and mineral assemblages found in natural aqueous systems.

Dovid C. Roy

Ge 545 Engineering Geology I (F; 3)

Prerequisites: Ph 211 and Ge 305, or equivalents

Emphasis will be given to analysis of problems frequently encountered in the engineering geology of sediments. The problems will include basic processes affecting the mechanical behavior of sediments, time-dependent ground settlement, slope stability, and landslides.

Two 75-minute lectures per week.

E. G. Bombolakis

Ge 546 Engineering Geology II (S; 3)

The engineering geology of rock and related topics will be considered.

Two 75-minute lectures per week.

E. G. Bombolakis

Ge 547 Advanced Structural Geology (F; 3)

Prerequisites: Ge 305 or equivalent

The analysis of failure criteria will be applied to the study of folding, faulting, and intrusion. Several topics of plate tectonics will be treated quantitatively, including earthquake prediction.

Two 75-minute lectures per week.

E. G. Bombolakis

Ge 550 Geostatistics (S; 3)

Prerequisites: Ge 110, 120

Computer Programming Recommended Practical approach to statistical and probabilistic procedures for the acquisition, analysis and interpretation of geologic and ecologic data. Introduction to mathematical models of gaussian and non-normal populations.

Benno M. Brenninkmeyer, S.J.

Ge 560 Physical Oceanography (S; 3)

Prerequisites: Mt 200;201; Ph 211-212

A survey of physical oceanography. The basic laws of fluid mechanics are treated as a background for studies of oceanic processes. The problems of ocean currents are considered, with particular emphasis on the Gulf Stream. Three lectures per week.

Edword M. Brooks

Ge 565 Meteorology (S; 3)

Prerequisites: Mt 200-201; Ph 211-212

The application of physical laws of thermal radiation, statistics, and dynamics of the atmosphere. Analysis and forecasting of weather in terms of general circulation on a hemispheric scale. Three lectures per week.

Edword M. Brooks

Ge 572 Geophysical Data Processing (S; 3)

Prerequisite: Ge 391, Computer Programming

The techniques of convolution, correlation and spectral analysis are applied to seismic, magnetic and gravity data, with emphasis on the theory and construction of two-dimensional filters in the interpretation of gravity and aeromagnetic data.

John F. Devane, S.J.

Ge 591 Global Geology and Plate Tectonics (S; 3)

This survey of the basic geology of major mountain systems and basins of Earth will provide the data base for evaluation of new plate tectonic models. Field trip(s), readings, oral and written reports.

Two 75-minute lectures per week.

James W. Skehan, S.J.

Ge 610 Physical Sedimentation* (F; 4)

Prerequisites: Ge 130, Mt 100-101; Ph 211

A study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will be given to sedimentary structures and their hydrodynamic interpretations. Three lectures per week.

Dovid C. Roy

Ge 640 Rock Mechanics (S; 3)

Prerequisites: Ge 545, or Ge 546, or Ge 547

The principles of rock deformation will be emphasized, within recent studies of rock mechanics problems incorporated in the analysis.

Two 75-minute lectures per week. Offered alternate years.

E. G. Bombolakis

Ge 650 Regional Stratigraphy of the Northern Appalachians (F; 3)

This course emphasizes the application of principles of paleontology, stratigraphy and sedimentation to this important mountain system consisting in part of unfossiliferous, metamorphic layered rocks correlated with those bearing fossils. A research project on a region within the North Appalachians is required of each student.

David C. Roy

Ge 655 Regional Tectonics of the Northern Appalachians (S; 3)

This course emphasizes the application of principles of structural geology, igneous and metamorphic petrology to this multi-deformed mountain system. A research project is required.

James W. Skehan, S.J.

Ge 660 Introduction to Seismology (F; 3)

A basic course in seismology, including seismograph calibration, ray theory, body and surface waves, location, magnitude and intensity.

Also discussed are seismicity, energy release, mechanisms, and fault-plane solutions.

Two lectures per week.

Edword F. Chiburis

Ge 661 Theoretical Seismology (S; 3)

Prerequisites: Ph 480 or equivalent

An advanced course in seismology. Elasticity and development of the wave equations, reflection and refraction, energy partitioning, inversion of body wave data and dislocation theory of earthquakes.

Two lectures per week.

Edword F. Chiburis

Ge 662 Geomagnetism (F; 3)

Prerequisites: Ge 391, Ge 500

Analysis of the Earth's magnetic field in space and time. Origin of the field; secular variation; magnetic storms; micropulsations; electrical conductivity of the Earth; paleomagnetism and its relationship to theories of global tectonics.

Two lectures per week.

John F. Devane, S.J.

Ge 663 Gravity Fields (F; 3)

Prerequisites: Ph 480 or equivalent

Derivation of theoretical gravity formulas, geoidal heights, anomalous gravity reductions, two- and three-dimensional modeling, and satellite geodesy.

Two lectures per week.

Edword F. Chiburis

Ge 672 Physics of the Earth (S; 3)

A broad course covering the solar system, radioactive age dating, the earth's rotation, gravity, seismicity, thermal properties, geomagnetism and tectonics.

Two lectures per week.

Edward F. Chiburis

Ge 794 Seminar in Geology (F, S; 3, 3)

The preparation, analysis, and discussion of problems of current interest in geology.

The Department

Ge 795 Seminar in Geophysics (F, S; 3, 3)

The preparation, analysis, and discussion of problems of current interest in geophysics.

The Department

Ge 796 Reading and Research in Oceanography (F, S; 3, 3)

The Department

Ge 797 Reading and Research in Meteorology (F, S; 3, 3)**Ge 798 Reading and Research in Geophysics (F, S; 3, 3)**

A study of some problem or area of knowledge in geophysics.

The Department

Ge 799 Reading and Research in Geology (F, S; 3, 3)

A study of some problem or area of knowledge in geology.

The Department

Ge 801 Thesis Seminar (F, S; 3, 3)

A research course under the guidance of a faculty member.

The Department

Ge 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

Germanic Studies (Gm)

Gm 001-002 German A (Elementary) (F, S; 3, 3)

The fundamentals of German grammar and vocabulary. Practice in listening comprehension and speaking in everyday situations. Exercises in reading and in elementary German composition.

The Department

Gm 003-004 German S (Elementary Scientific Reading)

(F, S; 3, 3)

An introduction to German designed to develop reading and translating skills: recognition of grammatical patterns, passive vocabulary building, and German syntax. This course is specifically geared to science students who wish to achieve a reading proficiency in German.

Gert Bruhn

160 / Description of Courses

GERMANIC STUDIES

Gm 005-006 German M (Elementary Business) (F, S; 3, 3)

This course is especially designed for SOM students who want to enrich their program by acquiring the basic skills of reading, writing (correspondence), speaking, and listening-comprehension in German in areas such as International Business, Marketing, Finance (incl. Banking), Operations Management, and other relevant fields. No previous German is required. Christoph Eykmon

Gm 007-008 German H (Elementary Reading; History/Humanities) (F; 3)

No previous knowledge of German required. The course is designed to build up the student's ability to read German texts in his or her field (history, fine arts, philosophy, etc.) with the aid of a dictionary. Readings will also provide a first-hand look at some aspects of German cultural life. Christoph Eykmon

Gm 050-051 Intermediate German (F, S; 3, 3)

Prerequisite: Gm 001-002, or its equivalent

Further training in active use of the language, with emphasis on reading and conversation. Readings in 20th century German prose, fiction, and non-fiction. German culture and society. Grammar review. Discussion and composition. The Department

Gm 175-176 Cultural History and German Literature (F, S; 3, 3)

Prerequisite: Gm 050-051, or its equivalent

The cultural and artistic achievements of German-speaking Europe from the Middle Ages to the present. Their relation to the major trends and movements in German literature.

Conducted in German

Voldo Melngailis

Gm 199 Intensive Reading Course in German (F; 0)

The course prepares the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own as well as related major fields. Note: No previous German is required for this course. The Department

Gm 201-202 German Composition and Conversation (F, S; 3, 3)

Prerequisite: Gm 050-051, or its equivalent

This course is designed to improve fluency in spoken German. Short compositions will be written periodically. Course work also includes review of selected difficult areas of grammar (with exercises), systematic vocabulary building, listening comprehension, reading and discussion of newspaper articles, plays, and other texts dealing with current aspects of life in modern Germany.

A required course for German majors.

Christoph Eykmon

Gm 210-211 History of German Literature (F, S; 3, 3)

Prerequisite: Gm 050-051 (with an honor grade), or its equivalent. An introduction to the study of German literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements.

A required course for German majors.

Offered 1980-81

Voldo Melngailis

Gm 215 German Romanticism (S; 3)

A study of German literature of the Romantic Age as represented in the poetry, prose and philosophical writings of Novalis, Fr. Schlegel, Tieck, Brentano, E.T.A. Hoffmann, Eichendorff, and Kleist, with reference to other authors.

Offered 1981-82

Voldo Melngailis

Gm 217 German Literature: The Classical Period (F; 3)

A study of the development of German classicism and idealism in the latter half of the eighteenth century. The philosophical, literary, and social ideas of Lessing, Herder, Goethe, and Schiller. Discussion of the major works of poetry, prose and drama, as well as critical writings. Readings include Lessing's *Nothman der Weise*, and Minno von Bornhelm; Goethe's *Torquato Tasso* and *Iphigenie*; Schiller's *Don Carlos* and *Mario Stuart*; also selected poetry and prose by these authors. Gert Bruhn

Gm 230 German 19th Century Drama

A close study and analysis of the diverse trends which characterized the 19th century course of the drama, as reflected in such dramatists as Büchner, Kleist, Grillparzer, and Hebbel.

Not offered 1979-80

Gm 235 Modern German Drama

A critical evaluation of the drama of the 20th century from the period of Naturalism with Hauptmann, Expressionism with Georg Kaiser up to and including the epic theatre of Bertolt Brecht and Max Frisch.

Not offered 1979-80

Gm 237 20th Century German Poetry (F; 3)

Analysis of the poetry of Stefan George, R. M. Rilke, the Expressionists and contemporary authors. Trends in modern German poetry will be seen in the light of artistic and thematic currents in 19th and 20th century European poetry.

Conducted in German.

Offered in 1981-82

Christoph Eykmon

Gm 242 Germany, East and West: The Contemporary Scene (S; 3)

A multi-dimensional look at post-war Germany, East and West. Politics, social structure, music, art, literature, philosophy, the crisis and reform of the West German university system, the young generation, Americanization, and other topics.

Conducted in German.

Christoph Eykmon

Gm 244 Modern Man: Nietzsche to Marcuse (S; 3)

Analysis and discussion of six German treatises in English translation: Friedrich Nietzsche: *Beyond Good and Evil*, Sigmund Freud: *Outline of Psychoanalysis*, Civilization and its Discontents, Max Scheler: *Man's Place in Nature*, Karl Jaspers: *Philosophy of Existence*, and Herbert Marcuse: *One-dimensional Man*.

Not offered 1979-80

Gm 271 Thomas Mann (F; 3)

A study of Mann's craft of fiction and his contribution to the modern German novel. Topics to be discussed: art, politics, and the daemonic; romanticism and realism; decadence and progress; Germany as a theme in Mann's novels and essays; the influence of Goethe, Wagner, and Nietzsche. Readings include: Tonio Kröger, *Der Tod in Venedig*, *Der Zauberberg*, and *Doktor Faustus*.

Not offered 1979-80

Gert Bruhn

Gm 279 Brecht and Kafka (S; 3)

Reading and discussion of selected works by two of the most important representatives of 20th century German drama and prose fiction. Special topics: the problem of politics and ideology in literature: Brecht's theory of the "Epic Theater"; parable and paradox; Kafka and *Lebensgesetze*. Texts to be analyzed will include Brecht's *Saint Joan of the Stockyards*, *Galileo*, *The Caucasian Chalk Circle*, *Mother Courage*, and Kafka's *Amerigo*, *The Trial*, *The Metamorphosis*, and *The Penal Colony*.

Conducted in English

Gert Bruhn

Gm 280 (En 288) Goethe's Faust I (F; 3)

An interpretation of the First Part of Goethe's *Faust*, one of the masterpieces of world literature. The *Faust* theme in European literature before and after Goethe. The intellectual background of German Storm and Stress and Classicism: Herder, Kant, Nietzsche, Mozart, Beethoven, Schubert. *Faust* seen in the larger context of Goethe's general view of life.

Conducted in English

Heinz Blumh

Gm 281 (En 289) Goethe's Faust II (S; 3)

An interpretation of the Second Part of Goethe's *Faust*, one of the masterpieces of world literature. The *Faust* theme in European literature before and after Goethe. The intellectual background of German Classicism and Romanticism: Kant, Hegel, Nietzsche, Beethoven, Schumann. *Faust* seen in the larger context of Goethe's general view of life.

Conducted in English

Heinz Blumh

Gm 299 Reading and Research

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the chairperson.

By arrangement

The Department

Gm 346 German Literature of the High Middle Ages (F; 3)

A study of the masterpieces of the first great blossoming in German literature. Among the works to be read (all in English translation) are: the heroic epic *Das Nibelungenlied*; three courtly romances,

Wolfram von Eschenbach's *Porzivil*, Gottfried von Strassburg's *Tristan*, and Hartmann von Aue's *Iwein*; Hartmann's tale of penitence *Gregorius*; and song poetry of the age, with particular emphasis on the courtly love lyrics and political poems of Walther von der Vogelweide. The literature will be discussed in the larger context of its sociological and historical background (paganism vs. Christianity, the crusades, conflict with the papacy, etc.). The literary traditions of France and England will be systematically linked to contemporary developments in Germany.

Conducted entirely in English

Michael Resler

History (Hs)

University Core Course

The University Core Requirement is a two-semester sequence in Modern European History (1500 to the present). All History Courses numbered between 001-2 and 093-94 fulfill this requirement. All courses cover a number of common themes; the following descriptions emphasize the particular approach of each course to the history of Europe since 1500.

Hs 001-002 Cultural and Institutional History of Europe Since the Renaissance—Intensive (F, S; 3, 3)

This course, though intensive and demanding, is designed for any student interested in tracing the evolution of western society to the present day. It presents an interpretation of the broad lines of historical development by focusing primarily on Western Europe. It explains that the expansion of European power and influence which began in the 16th century and continues to this very day altered, for good or ill, the history of the world. Special emphasis will be paid to the social, political and institutional stresses and changes, with attention also to the relation of these factors with the world of ideas and the arts. Special topics will include the rise of absolute states, warfare and diplomacy in the ancient regime, the Enlightenment, the French Revolution, the search for new authorities as represented by the ideologies of conservatism, liberalism, communism and fascism.

Thomas W. Perry
John L. Heinemon

Hs 005-006 Social and Economic Development of Modern Europe (F, S; 3, 3)

This course places most emphasis upon social and economic changes in Western Europe. It will concentrate on such topics as pre-modern and modern social structures; the impact of demographic changes; the modifications of society introduced by the growth of capitalism; the origins of modern industrial society and the attendant development of the modern state; the growth of cities and social dimensions of modern life. Throughout the year, the course will emphasize the relationship between social changes and intellectual trends and developments.

L. Scott Von Doren
Poul G. Spognoli

Hs 009-010 Honors Survey of European History from 1300 to 1945 (F, S; 3, 3)

This course will have somewhat more reading and discussion than the regular core course. The first semester, covering the period from 1300 to 1815, concentrates on cultural history (Renaissance), religious history (Reformation), social and political history (1600-1789) and the French Revolution. The second semester will see an emphasis on the history of ideas (Conservatism, Liberalism, Communism, Fascism and Nazism).

Somuel Miller

Hs 011-012 Political and Social History of Modern Europe (F, S; 3, 3)

This course will survey the major developments in Europe from the Renaissance. Emphasis will be placed upon social and political developments, particularly as seen through the Renaissance. Reformation, overseas expansion, and the formation of modern states. The interesting theme for the second semester will be the conflicting demands of individual liberty and social need in the period since the French Revolution with particular reference to industrialization, the European state system, imperialism, World War I, and the rise of dictatorships culminating in World War II.

John Willis, S.J.
To Be Announced

Hs 015-016 Cultural History of Modern Europe (F, S; 3, 3)

This course seeks to examine the interactions of the persons, ideas, institutions and movements which have shaped the European Experience from the Renaissance through the Reconstruction of Europe after World War II. During the first semester, man's changing concept of himself and his world will be treated with special emphasis on the Renaissance and the Reformation, the discoveries of explorers and scientists, the Enlightenment and the French Revolution. During the second semester, the integrating theme will be the conflicting demands of individual liberty and social welfare, with particular reference to industrialization, imperialism, the first and second world wars, totalitarianism and the rebuilding of Europe since 1945.

Rev. Francis Murphy

Hs 019-020 Political and Intellectual History of Modern Europe (F, S; 3, 3)

This course presents an interpretation of Western Society from the Renaissance to the present day. Particular emphasis will be placed on the political, intellectual, and economic transformation of Modern Europe. Topics will include the transition from an agrarian to an industrial economic and social system, the emergence of centralized nation-states, the challenges to religious and political orthodoxy; the heritage of wars and revolutions, the intellectual adjustments of Western man to a changing material and social environment. The second semester will particularly stress the search for a new authority, as found in the ideologies of conservatism, liberalism, socialism, nationalism, imperialism, and the various manifestations of totalitarianism (communism and fascism). The course will conclude with discussions of the two major wars and the development of the Cold War.

Morjorie Forror
Sondro Joshel

Hs 023-024 Social and Cultural History of Europe (F, S; 3, 3)

Around 1400 Europe began to depart from past patterns of life and brought its new powers to bear on the rest of the world. The course focuses on major social and cultural changes through which Europe between the Renaissance and the present moved from traditional to modern life. Emphasis is placed on two processes: the inter-action between those who sought change and those who resist it; and the ways in which this continuing conflict shaped Europe's political and cultural experience. Attention is given to intellectual and artistic developments as key forces in the transformation of the west.

To Be Announced
Poul Breines

Hs 027-028 Political and Cultural History of Modern Europe (F, S; 3, 3)

A survey of the major political, diplomatic and cultural developments of modern European history since 1500. The first semester will cover events through the French Revolution, and the second semester will discuss issues through the Cold War.

Kevin O'Neill
Alon J. Reinerman

Hs 045-046 European Social and Political Evolution (F, S; 3, 3)

European social and political history from 1500 to the present. Special emphasis will be placed on nation-building, European expansion, alternate economic systems, the role of the lower classes, the impact of military technology, the persecution of minority groups, the revolt of the colonies and the changing position of women. The regional interests of the instructors—Spain in the first semester and Russia in the second—will be highlighted as warranted by the historical roles of these nations in the periods under study.

Ellen Friedmon
Roberto T. Monning

Hs 055-056 The Formation of Modern Society: Europe and America (F, S; 3, 3)

A comparative investigation of the political and social transformation of Western Europe, North America and South America since 1500. Topics to be covered include the structure of "traditional" European and pre-colonial Amerindian societies, the impact of European expansion on the Americas, pre-industrial modernization in the 17th century and political revolution in the 18th century. During the second semester, the course will focus on the industrial revolution, the colonial heritage of North and South America, alternatives and resistance to liberal democracy, and the 20th century confrontation between "forces of order" and "forces of change."

J. Alon Rogers
Peter Weiler

162 / Description of Courses

HISTORY

Hs 059-060 Modern Europe and Near East (F, S; 3, 3)

The emphasis of this course will be on European history since 1500 especially in relation to problems of the Near East. The first semester will examine various topics in Byzantine and Turkish history, especially as they influence the major economic, social and political movements of Western Europe. The second semester will emphasize the development of international relations in Europe from the time of the French Revolution and will give special attention to the Near East, from the origins of the "Eastern Question" through the Suez crisis of 1956. Other major topics will include such themes as liberalism, imperialism, making of war and peace.

John Rosser
Benjamin Braude

Hs 067-068 Europe and Africa Since 1500 (F, S; 3, 3)

This course seeks to do three things: trace the main trends of European history, compare selected trends in Europe and Africa, examine the development of enduring cultural, political, and economic ties between Europeans and Africans. The first semester gives special attention to the slave trade. In the second semester emphasis is given the development and dismantlement of the colonial system.

David Northrup
Shirley Jackson

Hs 081-082 Europe Since 1500 (F, S; 3, 3)

These sections of the European survey meet in smaller groups (30-35) three times a week. In general, they are surveys of European history since the Renaissance, emphasizing developments in Europe's cultural and intellectual life. All center on inquiries into the social and political basis of the modern state. During the first semester, special topics will include the Renaissance, the origin of the modern state, the revolution in science, the art and literature of the Baroque and the Enlightenment. The second semester begins with the French Revolution and includes such topics in 19th and 20th century history as liberalism, socialism, romanticism, and modern social and political developments.

The Department

Hs 083 Europe from 1789 to the Present (F; 3)

This one semester course is equivalent to the second semester of Europe Since 1500 but will be offered in the fall instead of the spring for those students who may already have fulfilled the first semester of the core requirement in history or who may have transferred into Boston College with previous history credits. The course will begin with the French Revolution of 1789 and then pay specific attention to the political, social, and diplomatic developments of modern Europe. Major topics will include liberalism, imperialism, the making of war and peace, and the origins of the Cold War.

The Department

Hs 084 Europe from 1500 to 1789 (S; 3)

This one semester course is the equivalent to the first semester of Europe Since 1500 and will be offered in the spring instead of the fall for those students who, because of scheduling difficulties or transfer, may wish to begin the first half of the core requirement in history in mid-year. Special attention in the course will be given to the social and economic changes caused by European transition from an agrarian to a capitalistic system. Themes will include "state building," that is the emergence of nation states and the creation of centralized governments, the challenges to political and religious orthodoxy, and man's changing concept of his material and social environment.

The Department

Hs 091-092 Western Civilization (F, S; 3, 3)

This two-semester sequence presents a broader survey of Western Civilization for those students interested in a study of European history from the birth of Christianity to the present. The particular emphasis in these courses will be on the evolution of modern political thought, especially as manifested in the rise of the nation-states of Europe. Students who begin this sequence may not transfer into any other course for the second semester; similarly, students who have begun their core in one of the Europe since 1500 courses may not transfer into Western Civilization during the second semester.

Joseph Glavin, S.J.

Hs 093-094 Europe 800-1789 (F, S; 3, 3)

This core course covers a millennium in which many leading features of European society emerge. The first semester concerns the period from 800 to 1300 and will begin with a discussion of Charlemagne's Empire and recognizable European patterns in

Carolingian times. It includes thereafter the destructive effects of 9th century invasions: the emergence of feudal institutions; the economic, political and religious recovery; the 12th century revival of law and rediscovery of the state. The second semester extends from the Renaissance to the French Revolution. After a brief consideration of some Renaissance developments, considerable time and attention will be paid to the Reformation, which will be treated as a theological phenomenon. The remainder of the second semester covers the period from the closure of the Council of Trent to the beginning of the French Revolution. The material will be treated as political history around two topics: the foundations of Absolutism and its institutions, and Absolutism in the 18th century and how it differed from and was similar to the 17th century variety.

William M. Daly
Samuel Miller

Undergraduate Electives for Non-Majors

All courses above 100 require as a prerequisite the successful completion of the University Core (Hs 001-002 through Hs 098-099). Most of the following electives though taught as year courses may be taken for one semester only. Students should consult the department or the individual professor for advice.

Hs 104 American Presidency (S; 3)

Prerequisite: Any two semesters of Hs 001 through Hs 098.

An examination of the accretion of executive power since 1945. Among the topics to be studied are foreign policy making, control of the economy, executive privilege, impeachment and the role of the media. A written assignment based upon contemporary news accounts will be required.

Mark Gelfand

Hs 107 African Civilizations (F; 3)

Prerequisite: Any two semesters of Hs 001 through Hs 098.

An introduction to the cultural and social life of Black Africa. Focusing on representative African societies, the course traces the development of African institutions and values over time. Topics covered include the African environment, economic and political values and institutions, the family, religion, art, music, and literature. The continuity of present-day African cultures with their past is emphasized.

David Northrup

Hs 115 A Cultural History of the Irish People (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the last four centuries of Irish History and civilization, designed for students who want to explore the economic, social, and literary evolution of modern Ireland.

Kevin O'Neill

Hs 121-122 American Heritage (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the major events in American history from the founding of the New World to the present. The first semester will focus on the colonial period, the American Revolution, the National Period, the Age of Jackson and the Civil War and Reconstruction. In the second semester, particular attention will be paid to the growth of industrial America and its consequences, the role of the black man, the origins and consequences of two world wars, and the complex developments since 1945. Both semesters will rely upon extensive readings and stress political, social, and diplomatic events.

This course is for non-history majors. History majors should enroll in the equivalent course Hs 181-182.

Thomas H. O'Connor
Andrew Buni

Hs 130 History of Boston (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of Boston from the 1820's to the present as it has changed from a town to a city to a metropolitan center. A full range of topics will be covered (aided by guest lecturers) including the city's physical growth, political conflicts, social structure (immigrant and Brahmin), literary achievements, architectural splendor, economic growth, social turmoil, and contemporary problems. The course will emphasize the traditions and changes that have made Boston the influential and exciting place it is and how and why the diverse population has responded.

Andrew Buni

Hs 136 Myth and Superstition (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will study the impact of the non-rational beliefs upon men and events of each period and examine their causes down to

the present. Stress will be placed upon the lives and role of the more famous astrologists, oracles, chimorancers, sorcerers, and alchemists. The causes of manifestations such as witchcraft, vampirism and lycanthropy will be examined. A portion of this course will be devoted to folkloric beliefs and their historical relevance. The literary interpretations of such myths will also be included.

Rodu R. Florescu

Hs 143 Adolf Hitler and the Third Reich (F; 3)

Prerequisites: Any two semesters of Hs 001 through 098.

In the light of recent scholarship, much new and important information is now available on Hitler's Germany. This course will attempt to survey that new literature and present a cohesive interpretation of the Nazi phenomenon. Special emphasis will be placed upon a reexamination of traditional theories, especially those relating to the outbreak of World War II. The focus will be upon domestic and foreign policies of the Third Reich.

John L. Heineman

Hs 145 Dracula to Stalin (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An historical study of the tactics of terror from the real Dracula through Ivan the Terrible to Joseph Stalin. Through concentration upon primary source materials an attempt will be made to analyze the use of terror as a means of legitimizing political power. Myth will be separated out from historical data.

Roymond T. McNally

Hs 146 History of Horror (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An historical review of the phenomena of horror using film and literature.

Roymond T. McNally

Hs 147 Comparative Socialist Revolutions (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course will concentrate on a detailed examination of the processes of four major socialist revolutions: Russia, China, Vietnam, Cuba. In addition to placing these revolutions in historical perspective, the course will also examine the changing nature of Marxist ideology, particularly Leninism and Maoism.

Peter Weiler

Electives for Non-Majors and Majors

Hs 153 History of China (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the major events that shaped the development of modern China.

Silos Wu

Hs 154 History of Japan (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the major events that shaped the development of modern Japan.

Silas Wu

Hs 161 Greek History (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A history of Greece from the earliest times to the flowering of classical antiquity.

Sandro Joshel

Hs 164 History of Rome (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The rise of Rome to World Domination with emphasis on politics and culture of the Republic and Empire.

Sondra Joshel

Hs 165-166 Medieval European History (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Europe from its emergence as an identifiable society in post-Roman times to the beginning of the age of Humanism and world exploration. Political, economic, religious, and cultural developments will be studied as inter-related aspects of the increasingly dynamic society which, after overcoming its setbacks in late medieval times, was to galvanize world history.

William M. Daly

Hs 181.01-182.01 The Literature and Techniques of American History (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will examine the broad sweep of American ideas and institutions in the context of how the historian goes about his or her task of reconstructing and interpreting the past. It is designed to perform the dual purpose of familiarizing the student with the variety and richness of American History and equipping the student with the tools to analyze ambiguous evidence.

Mark Gelfond

Hs 181.02-182.02 American Civilization (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. Based upon a sound foundation of the framework of American history this course will give students insights into the institutions, society, economy, and ideas upon which American Civilization is founded. Consideration will be given to continuity, change, and conflict in American Society. This course is primarily for majors, and although non-majors are admitted their attention is directed to Hs 121-122 (American Heritage).

The Department

Hs 207 (Th 152) Islamic Civilization in the Middle East

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A discussion of the major achievements of this religious civilization at the strategic cross-roads of Asia, Africa, and Europe. Topics to include: the relation of Islam to the religions of late antiquity, the Muslim religion as a way of life, the impact of Islam upon the history of the Middle East.

Benjamin Broude

Hs 208 The Middle East in the Twentieth Century

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An historical survey of the region's conflicts and crises.

Benjamin Broude

Hs 218 England in the Eighteenth Century (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Social, cultural and political history of England in the so-called Augustan or Georgian Age (1714-1793). Special attention will be given to literature, architecture, landscape gardening, painting, sculpture, theater and music, set in the political and economic context of the time. No previous courses in English history are required.

Thomos W. Perry

Hs 224 France from the Black Death to the Sun King (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of French history from the 1340's to 1715 which will concentrate upon: the effects of the "Black Death" and the Hundred Years War; the fifteenth century recovery; the "Spider King" and the new monarchy; rural and urban social patterns; the impact of the Italian Wars; the French Renaissance and Reformation; civil wars under the last Valois; the Parisian metropolis; colonialism and mercantilism; Bourbon "absolutism"; foreign policy and domestic unrest under the Cardinal Ministers; government and society under Louis XIV; Versailles and the Baroque court of the "Sun King."

L. Scott Von Doren

Hs 230 Europe in the Beautiful Years: 1870-1914 (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course continues the survey of Europe during the golden years at the turn of the century. It will explore the social, cultural, and political society which flourished and which was even then showing signs of disintegration.

Morie McHugh

Hs 248 The American Civil War (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the crisis of the Union, from the close of the Mexican War to the end of the Civil War and the beginnings of Reconstruction. Special attention will be given to the varied causes which brought war about, and to the political and diplomatic considerations which influenced the course of the Civil War.

Thomos H. O'Connor

Hs 250 Women's Experience in America (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

In the home and in the world outside the home: as daughter, wife, and mother; in religion and social reform; as wage earner and professional worker. Women's health, popular attitudes toward women, and feminist movements of the present and past will also be considered.

Jonet W. Jones

Hs 251-252 Twentieth Century America (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An in-depth study of the major political, economic, and social developments which characterized the history of the United States from the opening of the twentieth century to the present time.

Thomas J. Grey, S.J.

HISTORY

Hs 253 The Law and American Society (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
An examination of the role of the law in American life from colonial times to the present. This course is designed to acquaint the student with the influence of legal institutions upon the development of American political, social and economic patterns. Special attention will be given to the part played by the legal profession in the shaping of American society. This is not a course on the fine points of judicial logic, but a study of how Americans have viewed the law and utilized it to achieve their vision of a good society.

Mark Gelfand

Hs 256 American Constitutional Development (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
An historical analysis of the formation, organization and major decisions of the United States Supreme Court from 1788-1977, with emphasis upon the Court's relationship to social change.

J. Alan Rogers

Hs 257 Religion in America (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
The background and basic beliefs of the major Protestant denominations, and the rise of the Catholic Church in the U.S.A., Judaism and Eastern Orthodoxy. Outside speakers are invited to discuss their specialties (e.g. Mormons, Christian Scientists, Adventists, Jehovah's Witnesses, Pentecostals).

John Willis, S.J.

Hs 267 Society and Health Care in America. (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
The history of health and disease from the colonial period to the present, including the development of medical and nursing practice, domestic and folk medicine, hospitals and medical research, public health policy, and changes in diet, housing, and hygiene as the United States becomes an urban society.

Jonet W. Jones

Hs 269-270 European Christian Thought (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A two semester survey of the development of Christian Thought, with special emphasis on such major figures as Origen, Augustine, Aquinas, Occam, Luther, Calvin, Edwards, Schleiermacher, the Niebuhrs, C.S. Lewis.

John Willis, S.J.

Hs 281-282 Undergraduate Colloquia (F, S; 3, 3)

Prerequisites: Permission of Professor and Chairperson.
Topics will be arranged each year following desires of students and availability of faculty. List of faculty members available for such courses can be obtained from the department each semester.

The Department

Hs 293 The Russian Revolution through Film and Literature (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
The Russian Revolution and revolutionary movement from the rise of political parties and a labor movement to the Bolshevik (or Communist) victories in October 1917 and the Civil War as portrayed in the mediums of history, film and literature. Throughout this course we will be concerned not only with the succession of events and the changing alignment of social forces but also with the relationship of art and society and the impact of social reality upon the evolution of artistic styles (in particular realism, symbolism, futurism and socialist realism) in an attempt to discern how (and why) successive generations of Russians and Western historians have viewed their revolution.

Roberto T. Manning

Hs 299 Readings and Research: Independent Study

Prerequisites: Permission of Professor and Chairperson.
Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the chairperson. Lists of faculty members available for such courses can be obtained from the department at the start of every semester.

The Department

Hs 301 Modern China (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
Political, social, and intellectual development from 1842 to the present.

Silas Wu

Hs 302 Mao and the Chinese Communist Revolution

Prerequisites: Any two semesters of Hs 001 through Hs 098.
An examination of the social and ideological origins of the Chinese

Communist Party; its pre-1949 Revolutionary program in agrarian reforms, peasant mobilization, and Guerrilla warfare; and its policies and actions as a ruling party of the Peoples Republic since 1949. Mao's unique role as the leader of the Chinese Revolution will be specifically examined.

Silas Wu

Hs 311 The Atlantic Slave Trade (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
From the sixteenth century to the mid-nineteenth century the trade in slaves across the Atlantic Ocean linked European commercial capitalism with the New World demand for plantation labor and the African demand for foreign goods. This course examines the origins, evolution, and suppression of this nefarious trade as well as its economic, social, and moral effects. European, African, and American aspects of the trade are all considered.

David Northrup

Hs 314 Modern Southern Africa (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A study of the conflict between Africans and Europeans in the states of southern Africa from the early nineteenth century to the present, including racist ideologies, economic exploitation, social and political inequality, and the resulting African protest movements and revolutions. Particular emphasis is given to the history of South Africa and Portuguese-ruled Africa.

David Northrup

Hs 337-338 The Byzantine Empire (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A survey of Byzantine history, from the foundation of Constantinople in 324 to the city's conquest by the Ottoman Turks in 1453. Emphasis will be given to the Empire's relations with neighboring states and peoples, and to Byzantium's contribution to European civilization.

John H. Rosser

Hs 351-352 Medieval England (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
English society from the Anglo-Saxon migrations to the advent of the Tudors. Particular attention will be given to the emergence of the constitutional and legal practices and ideas which enabled England to produce an increasingly free system of institutions. Political, religious, economic, and artistic developments will be selectively studied both for their relevance to these institutions and for their significance as aspects of Europeanwide medieval culture.

William Daly

Hs 367 Spain: From Muslim to Golden Age

Prerequisites: Any two semesters of Hs 001 through Hs 098.
Political, social and intellectual survey of Spain from the 7th through the 16th centuries..

Ellen Friedman

Hs 368 Spain: From Golden Age to Modern Era

Prerequisites: Any two semesters of Hs 001 through Hs 098.
Political, social and intellectual survey of Spain from the 16th century to the present.

Ellen Friedman

Hs 373 (As 866) Film in American Culture

See American Studies section for description.

Hs 381 The Age of Renaissance I (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A survey of the transition of Europe out of the "Middle Ages" and into the "Early Modern" era with particular reference to fourteenth and fifteenth century Italy. Special emphasis will be given to: the development of towns and the shaping of an urban civilization; the failure of city republics and the emergence of tyrannies; developing capitalism and the creation of new power systems; the impact of the "Black Death"; changing patterns of family life; the classical revival and "Humanism"; educational reforms and the "Universal Man" ideal; the growing importance of science and technology; the "Renaissance" in fine arts; new concepts of space and time; "Renaissance" philosophies of Man and the Cosmos.

L. Scott Von Doren

Hs 382 The Age of Renaissance II (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A survey of major developments of the late fifteenth and early sixteenth centuries in Italy, France, England, Spain, the Netherlands and Germany. Among topics receiving special attention will be: the impact of the Italian Wars; the "Renaissance" Papacy; religion and politics in Italian republics; "Renaissance" political theory and historical analysis; "Renaissance Monarchy" in Northern Europe;

court life and patronage systems; the late "Renaissance" in fine arts; popular culture in "Renaissance" society; The European witch craze; popular piety, "Christian Humanism," and the coming of the Reformation; exploration and the expansion of a European world economy; the "Renaissance" and the creation of modern world.

L. Scott Von Doren

Hs 401 The Reformation

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Religious reform or Revolution in the 16th Century. Luther, Calvin and Trent.

Samuel Miller

Hs 409 Europe in the 18th Century (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the major political trends of the 18th century, with particular emphasis on the traditional monarchy of France, Enlightened Despotism, and the intellectual currents of the Enlightenment.

Somuel Miller

Hs 416 Ulster: The Rise and Fall of a Sectarian State (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will explore the historical development of sectarian division in Ulster from the 17th century through the present. Major emphasis will be placed on the divergent cultural developments of the two communities, and the resultant political confrontations of the 19th and 20th centuries. An attempt will be made to place the Ulster situation in a European perspective and to analyze the growth of terrorism in Ireland as a prototype for other forms of violent political action in Europe.

Kevin O'Neill

Hs 417 Politics and Literature in 18th and 19th Century Ireland (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will examine the relationship between literature and politics in 18th and 19th century Ireland. The major works of Irish literature of this period will be considered in light of their social and political origins, their subsequent effect upon political conceptualization and action, and their place in the development of the Irish Literary tradition.

Kevin O'Neill

Adele Dalsimer

Hs 421-422 Modern England (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Though beginning with a survey of the medieval background, the course will deal primarily with the period from 1485 to the present. Emphasis on politics and constitutional history, but with attention also to social, and intellectual developments.

Thomas W. Perry

Hs 426 Twentieth Century Britain (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of Great Britain since 1900 concentrating on social and economic history. The course deals with such topics as the decline of Britain's economic superiority, changes in social structure, the rise of the working class, changes in political ideologies, and the growth of the welfare state.

Peter Weiler

Hs 431 France 1789-1870 (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will deal with the political, economic and social history of France from the French Revolution of 1789 to the Franco-Prussian War of 1870. The course will begin with an examination of 18th century French society and the political and financial weaknesses which led to the revolution. It will then concentrate on the various stages of the revolution and the relative importance of class relationships, outside pressures, political and ideological objectives. The strains of the revolutionary tradition will be carried into a discussion of 19th century France both in their ideological implications and their role in the revolutions of 1830 and 1848. The attempt to resolve the problem of political leadership and stability is a major theme as are continuing class tensions and economic development. The course ends with a discussion of Napoleon III and the collapse of the 2nd Empire in the Franco-Prussian war. The course will run as a colloquium requiring active student class participation and considerable reading and writing work.

Morjorie Farrar

Hs 432 France 1870-Present (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course continues the history of France from the Franco-Prussian war to the present. It is a continuation of Hs 431 but may be taken separately. The first part of the course focuses on the political,

economic, social and intellectual developments of the 3rd, 4th and 5th Republics. It concentrates on the major crises that plagued the regimes, particularly the Paris Commune of 1871, the Dreyfus Affair, the anticlerical problems, interwar problems leading to the fall of France in 1940, colonial wars, and finally the events of May 1968. The problem of political leadership and political stability is a major theme which culminates in a discussion of the character and achievements of De Gaulle. The last part of the course is cut along thematic rather than chronological lines and considers contemporary characteristics of French society, economy and political institutions. Several novels are used to illustrate themes in French history. The course will be run as a colloquium requiring active student class participation and considerable reading and writing work.

Marjorie Forror

Hs 451-452 History of the Balkans Since 1453 (F, S; 3, 3)

Prerequisite: Any two semesters of Hs 001 through Hs 098.

A survey of the historical growth of the peoples and states of the Balkans from 1453 to modern times. Particular emphasis will be placed upon the evolution of national awareness and the conflicting claims of empire and conquest.

Rodu R. Florescu

Hs 453 Russian History up to the Revolution (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the major cultural and social developments in Russia from the formation of the first Russian state to the Bolshevik Revolution of 1917. Special emphasis will be placed upon recent research concerning select problems in the field of Russian history.

Raymond T. McNally

Hs 454 The History of the Soviet Union from the Revolution to the Present Day (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the problems of social-political evolution in the USSR from the Russian Revolution to the present day. We will be especially concerned with the revolutionary movement, the impact of industrialization, the relationship between state and society, the creation of a mass culture, the origins of the Cold War and its domestic consequences, the history of economic planning, media images of the USSR, changing patterns of childrearing and the position of women.

A series of Soviet feature films related to the topics under discussion will be shown outside of class hours.

Roberta T. Monning

Hs 465-466 Modern European Diplomatic History (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The two-semester course examines in depth the international relations between the major European Powers from the establishment of the Concert of Europe in 1814 to the adoption of the diplomatic policy of detente in the Cold War. Special emphasis is given to the development of international law through treaties.

Leonard Mohoney, S.J.

Hs 467 Russian Intellectual History (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Students interested in a general course in modern Russian history should consider Hs 453-454.

An analysis of the major ideas of the Russian intelligentsia from the late 18th Century to the middle of the 20th Century, or in other words from Radishchev to Solzhenitsyn. An attempt will be made to inter-relate these ideas with concrete social issues of the times.

Raymond T. McNally

Hs 471-472 European Social and Economic History: 1750 to the Present (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The fall term will trace the transformation of Western Europe from a rural, agrarian society dominated by the aristocracy, to an increasingly urban, industrial society dominated by the middle class. Topics covered will include: the Industrial Revolution in Britain and on the Continent; population growth and urbanization; the emergence of capitalism; and popular social unrest. The spring term will follow the social and economic evolution of Western Europe since the mid-nineteenth century. Topics covered will include: the Second Industrial Revolution and the rise of big business; the emergence of mature industrial societies, socialism, the labor movement and the rise of the working class; imperialism and the emergence of a world economy; the impact of war and depression; and the emergence of the welfare state. The social consequence of economic change will be stressed throughout.

Paul G. Spagnoli

HISTORY

Hs 475 20th Century European History and Literature (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course will examine the major problems of 20th Century European history through the dual media of history texts and imaginative literature. Students will read a general historical text and a novel on such major issues as the world wars, the Russian revolution and communist totalitarianism, Italian and German fascism, and the crisis of western democracy. The central focus will be the relationship of history and literature as well as the validity of novels as historical evidence. The course will be run as a colloquium requiring active student class participation and considerable reading and writing work.

Morjorie Farror

Hs 491-92 Europe in the Twentieth Century (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This survey course will examine the major political, economic, cultural and social developments of Europe in the 20th Century. The first semester will explore the impact of World War I, the rise of Bolshevism, the illusory reconstruction and agony of the inter-war years, the origins and impetus of totalitarian alternatives and the plunge into World War II. The second semester will begin with the destruction of World War II which swept down the foundations of old Europe, but created the conditions for a new, united Europe. However, by 1945, Europe became caught up in East-West divisions, as world leadership had passed to the U.S. and U.S.S.R. The countries of Europe then confronted the problems of redefining their relationships with their pasts, their former colonies and each other. The course will conclude with a study of the successes and failures of European integration.

John L. Heinemon
Rev. Francis Murphy

Hs 505-506 Westward Movement (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The conquest of the American land mass and the influence of geography on the development of American society.

Joseph T. Criscenti

Hs 541-542 American Social and Cultural History (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Social change in America from colonial times to 1860 and from 1860 to the present. The course begins with the adaptation of Indian cultures to the invasion of European settlers. Major topics are: social forces in economic change, immigration and migration, the interaction of ethnic and religious groups, social mobility, movements for social reform, and changing patterns of family life.

Jonet W. James

Hs 545 American Ideas and Institutions (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds; those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities.

R. Alon Lowson

Hs 551-552 History of American Foreign Policy 1776 to the Present (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will cover the evolution of foreign policy, beginning with an examination of the major focus which produced an exclusively American foreign policy and continue, in the second semester, to examine the role of American diplomacy, its involvement in world wars, and the attitudes, preconceptions and events which have led to the foreign policy of the 1970's. To Be Announced

Hs 553 The Old South from Colonial Times to 1860 (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course analyzes the settlement patterns, sectional distinctiveness, political ideology, development of slavery and the plantation system, abolitionism and the slavery defense, and the growth of Southern nationalism; and it evaluates the influence of these factors, particularly the South's commitment to slavery, in shaping Southern society.

Shirley Jackson

Hs 556 The New South Since 1913 (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A political, economic and social study on the theme of the "Old" ante-bellum South being abandoned for the "New" South.

Andrew Buni

Hs 564 A History of Race Relations in America (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An analysis of the historical background of current racial theory and race relations, including black-white relations in the South, in the urban North and in Latin America.

Shirley Jackson

Hs 591 Colonial Period in Latin America (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course will begin with an anthropological study of Indian cultures in the New World on the eve of discovery and the adjustment of the Indian to the white man, the white man to the Indian, and then shift to an examination of Spanish and Portuguese political, economic, and religious institutions transferred to the New World, their fate here, and their impact on the formation of a Latin American civilization. Some reading will be done in famous contemporary accounts, but the emphasis will be placed on relatively recent scholarly monographs. A knowledge of Spanish or Portuguese is desirable, but not required.

Joseph T. Criscenti

Hs 592 Argentina, Brazil, and Chile (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The emergence of Argentina, Brazil, and Chile as great powers in South America. The lectures will stress political and economic developments, and will seek to develop in the student an appreciation for Latin American culture. Numerous illustrations will be based on contemporary developments in Latin America. Some attention will also be given to new and old interpretations, either Latin American or American. Social and intellectual history will be touched upon in the readings. A knowledge of Spanish or Portuguese is desirable, but not required.

Joseph T. Criscenti

Hs 598 The Latin American Family (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of elite, middle class and lower class families, their role in the larger society, and their internal structure. This will include an examination of *machismo* and women in Latin America. The literature to be consulted will deal with the traditional historical questions concerning the family as well as with the sociological, psychological, and anthropological issues. The first half of the semester will be devoted to an analysis and discussion of the issues. During the second half, students will devote their time to research on a topic of their interest. Weekly conferences will be held with the instructor. The research paper will serve in lieu of an examination.

Joseph T. Criscenti

Hs 681 Problems of Nation-Building in the Middle East: Christian and Jewish Minorities under Islam (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

How have the past experiences of Christians and Jews living under Islam affected the present crises in the Middle East? What is the background of the Civil War in Lebanon? How has the position of Jews in Arab lands influenced the Arab-Israel conflict? This course will examine the impact of communal diversity on political development in the Middle East and the large question of political identity in plural societies.

Broude/Heller

Hs 691-692 Honors Project (F, S; 3, 3)

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member, to the Department Chairperson no later than May 1st. All proposals for honors projects must be approved by the departmental honors committee.

The Department

Hs 694 Honors Thesis (S; 3)

Students who have the approval of the department to enroll in a special honors project will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project (Hs 691-692).

The Department

Hs 695-696 Scholar of the College Project (F, S; 6, 3)

Proposals for possible designation as scholar's projects should be submitted to the Chairperson early in the spring. Details of dates and required materials are available either from the Chairperson's office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Chairperson and the departmental honors committee.

The Department

Hs 698 Scholar of the College Thesis (S; 3)

Students who are enrolled in an approved Scholar of the College Project (Hs 695-696) will carry this course as the credit vehicle for the final thesis submitted to the department in completion of that project. This course is open only to students who have been designated as candidates for the title of Scholar of the College.

The Department

Hs 799 Readings and Research: Independent Study

Prerequisites: Permission of Professor and Chairperson.

Graduate students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the chairperson. Lists of faculty members available for such courses can be obtained from the department at the start of every semester.

The Graduate Faculty

Hs 801 Thesis Seminar (F, S; 3, 3)

A research course under the guidance of a faculty member.

Hs 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

Colloquia

A colloquium consists of readings, primarily in secondary sources, on a series of selected topics. Information concerning which topics will be discussed in the colloquium each semester is available from the professor. All graduate students are urged to take at least one colloquium each semester.

Hs 811 Colloquium on Modern Chinese History (F; 3)

Readings and discussion of major issues on Modern Chinese history.
Silos Wu

Hs 816 Colloquium: Byzantine History (S; 3)

John H. Rosser

Hs 857 Colloquium: 19th Century (F; 3)

Alan J. Reinerman

Hs 865 Colloquium: U.S. Civil War (F; 3)

Thomas H. O'Connor

Hs 872 Colloquium: U.S. Since Reconstruction (S; 3)

Mark Gelfand

Hs 889 Colloquium: American Intellectual History (F; 3)

R. Alon Lawson

Hs 891 Colloquium: American Studies (F; 3)

Andrew Buni

Seminars

Seminars primarily involve original research in a carefully delineated topic. Students must discuss with the professor whether or not they have the necessary background and, where appropriate, the necessary foreign language ability to qualify for admission into the seminar.

Hs 948 Seminar: European Intellectual History (S; 3)

Paul Breines

Hs 953 Seminar (F; 3)

Paul G. Spagnoli

Hs 970 Seminar on Civil War (S; 3)

Thomas H. O'Connor

Hs 973 Seminar: American Biography (F; 3)

Andrew Buni

Hs 990 (As 990) Graduate Core Seminar (S; 3)

See American Studies section for description.

Hs 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Management: Accounting (Ma)

Ma 021 Financial Accounting Information Systems (F, S; 3, 3)

This course deals with the formal financial accounting information processing system, the end products of which are the various financial statements presented to investors, creditors, and other parties. Accounting procedures are studied from the standpoint of providing the important tools for subsequent analysis of the financial statements.

The Department

Ma 022 Managerial Accounting (F, S; 3)

This course stresses the usefulness of accounting data as it relates to the managerial decision-making process, within the broad objectives of planning, control and analysis. Among the multi-faceted areas of study are financial statement analysis, budgeting, standard cost analysis, and capital expenditure planning and control.

The Department

Ma 251 Intermediate Accounting I (F; 3)

Emphasis is placed on the application of accounting theory to practice problems in order to develop financial statements of proper form and content. The relationship between various financial statements is constantly reaffirmed. Asset items of the balance sheet are treated comprehensively.

The Department

Ma 252 Intermediate Accounting II (S; 3)

During the second semester liabilities, reserves, funds and stockholders equity items are thoroughly treated. Presentation is made of the analysis of financial statements through the use of the ratio method and the consequent critical appraisal attendant upon this method of analysis is stressed.

The Department

Ma 355 Cost Accounting (F, S; 3)

The control aspects of material, labor and overhead accounting are stressed. The course covers such areas as job and process costs, standard costs, direct costing, marketing costs, costs in decision-making, capital budgeting and profit planning.

Stanley Dmohowski

Ma 361 Advanced Accounting (F; 3)

This course includes accounting problems involved in the preparation of consolidated financial statements and in home and branch office relationships. Mergers and pooling problems are stressed. Special problems in fund and budgetary accounting for government entities are covered.

The Department

Ma 362 Advanced Topics (S; 3)

The purpose of this course is to present to the student a number of special problem areas not covered in other courses. Topics such as accounting for partnerships, not-for-profit organizations, foreign exchange and the activities of multi-national corporations are covered. In addition, special emphasis will be directed towards presenting the issues and challenges which the accounting profession is presently addressing.

The Department

Ma 363 Tax Accounting (F, S; 3)

This course considers the Massachusetts and Federal Income Tax Laws, with applications to individuals, partnerships, fiduciaries and corporations. An intensive series of practical problems covering concrete situations illustrates the meanings of the laws. Consideration is given to the economic and historic viewpoints. A study is made of federal estate, gift and excise laws and state inheritance and excise tax laws.

Arthur L. Glynn

Ma 364 Auditing (F, S; 3)

This course presents both the theory and the procedure of auditing. The subjects covered include various types of audits, the prepara-

tion of working papers and reports, the relationship with the client and professional ethics. The materials used are practice sets, problems and the actual books of business organizations that have ceased operations. The course offers an opportunity to become acquainted with various classes of enterprise and provides a test under conditions which correspond to those met in practice. The student receives individual instruction on assignments. Joseph McHugh

Ma 399 Research Seminar (F, S; 3)

Research is carried on under the guidance of members of the accounting Department. The focus of the course is on investigations in the field of accounting and related subjects.

Ma 601 Cost Administration and Profit Analysis (S; 3)

This course will begin with a review of the accounting flow in the manufacturing firm with emphasis on preparation and analysis of variances. Budgeting will be studied in detail. The emphasis here will be on preparation of those schedules and financial statements used by management. In the study of decentralization and measurement of performance the emphasis will be on the preparation of meaningful statements that aid management in its evaluation of segments of the firm. Inventory models and inventory control will be studied. Quantitative techniques and methods used in conjunction with accounting data will be explored. Ronald B. Pawliczek

Ma 603 Financial Accounting: Theory and Practice I (F; 3)

This course will review the principles prevailing in the practice of contemporary accounting and the art of applying these principles, with particular emphasis on areas assuming high current significance. The major objective of the course will be to provide the student with a full understanding of the nature of accounting statements, and to develop in the student an appreciation of the problems involved with recording complex transactions arising in an economic environment. Louis S. Corsini

Ma 604 Financial Accounting: Theory and Practice II (S; 3)

This course is a continuation of Ma 603. It will critically scrutinize the logical propriety underlying generally accepted accounting principles and alternative principles, theories and concepts which are presently unacceptable. It is expected that an eclectic approach such as this will form a general frame of reference which the student can draw upon to evaluate the multitude of divergent points of view presently in existence. Louis S. Corsini

Ma 605 Computer Based Accounting Systems (F, S; 3, 3)

The purpose of this course is to develop in the student an ability to deal with complex issues involved in the application of accounting systems to computers. The methodology includes: lectures; textual assignments; frequent tests of knowledge acquired; outside readings; and guest lectures from industry and the auditing profession. A field research report is required, during which each student will study and report upon a currently operating computer-based accounting system. These applications include: payroll; accounts receivable; inventory control; order-writing; general ledger; financial planning models; and the like. One of the major objectives of the course is to provide a facility with the language of the computer technologist as it applies in the accounting profession. The core courses in: Accounting, Finance, Computer Science, and Economics are assumed. William J. Horne

Ma 801 Management Auditing (S; 3)

Auditing is not just a sub-division of, nor simply a continuation of, the field of Accounting. Financial auditors review accounting information (financial statements) for propriety and proof supporting management's assertions. The expanding world of the management auditor encompasses the management consulting services provided by CPA firms, internal auditing within the corporation, and operational auditing performed in government agencies. Each of these specialties evaluates management's achievement of organizational goals, analyzes operations to detect opportunities for improvements, and presents recommendations to be implemented. This course will emphasize the body of knowledge recommended by the Institute of Internal Auditors. It will integrate previous course work by employing the behavioral, statistical, and analytical skills required of management auditors. Joseph McHugh

Management: Organization Studies (Mb)

Mb 021 Introduction to Behavior in Organizations (F, S; 3)

Organizations do not behave—people within them do. As an introduction to the study of human behavior in organizations, this course aims at increasing the student's awareness and understanding of individual, interpersonal, group and organizational events as well as increasing ability to explain and influence such events. The course deals with a body of concepts which are applicable to institutions of any type. A central thrust of these concepts concerns the ways in which institutions can become more adaptive and change oriented. The course is designed to help the student understand and influence the human groups and organizations to which he or she currently belongs and with which he or she will become involved in a later career.

Selected in-class situational exercises, cases, readings, and organizational simulations are used to amplify the central concepts in the areas of individual, group and inter-group behavior in organizations as well as organizational design, development and change.

The Department

Mb 106 Interpersonal Communication (F, S; 3)

This course focuses upon two-person relationships in organizations, wherein the outcomes range from communication breakdown and task ineffectiveness to useful, reality-based solutions to problems. The point of view of the course is that these outcomes do not "just happen", but rather that the events that produce them can be observed and understood. The materials and activities of the course can help the student increase understanding of organizational behavior, but also provide opportunities to look in new ways at current behavior, and the behavior of other people toward him or her, across his or her total life space. Class sections consist of lectures, case discussions and situational exercises. The latter are aimed at enabling the student to practice new behavior in a setting where risks are minimized. Readings and other conceptual inputs are drawn from the fields of individual motivation and development, counseling psychology, industrial relations and general semantics. Dalmar Fisher

Mb 107 Organizations In Society (F, S; 3)

Prerequisite: Mb 021 or instructor's consent

The objective of this course is to provide students, individually or in small groups, with an opportunity to conduct a study in an organization in the greater Boston area. The course provides a student with an opportunity to enhance his or her understanding of behavior in organizations by observing, describing, and analyzing events in an operating organization. The point of view of the course is that organizations may be viewed usefully as social systems. Thus, the nature of an organization's technology, the organization's policies and procedures, the level of productivity, the behavior of individuals and groups in the organization, etc. may be viewed usefully as being interrelated and interdependent. It is desirable, but not essential, that the student(s) will have selected the organization to be studied, and that necessary arrangements for entering the organization will have been made prior to the beginning of the course. Assistance in selecting and obtaining access to an organization will be provided to students as is necessary. The Department

Mb 109 Human Groups (F, S; 3)

This course deals with the causes and effects of human interaction in small groups. To provide background, current theories based on research studies of primary and secondary groups will be examined and later tested. Elements of group structure such as statuses of members, role networks, and leadership will be considered along with the dynamics of group development, behavior norms, communication patterns, decision processes, task effectiveness and group maintenance. Major emphasis in the course will be on providing the student with the necessary concepts, tools and skills for the observation and analysis of behavior in goal centered groups, to help improve effectiveness in groups and to help the student become more aware of his/her own impact in groups of which he or she is a part. Attention will be given to interaction directed toward social maintenance within the group, as well as behavior associated with task accomplishment. Members will have the opportunity to observe actual on-going groups outside the classroom, and also act as

participant-observers of temporary small groups within the class itself.
The Department

Mb 110 Career Planning and Development (F; S; 3)

This course will focus on individual careers. Very early, the structure and operation of the career market system in the United States will be presented, and special emphasis will be given to the skills, tools and strategies one needs for successful career embarkment and/or redirection. Current theories concerning human life cycles, contemporary life styles, organizational socialization and career development (to avoid obsolescence and arrested mobility) will be explored, along with an examination of empirical research on careers, especially those in management. Concepts will be presented through lectures, case histories and in-class exercises/demonstrations.
The Department

Mb 123 Methods of Inquiry Into Human Behavior (F; S; 3, 3)

This course is concerned with the process of systematic learning about the human environments in which one lives and works. It concentrates on field methods of research, observation interviewing, as they can be applied to better understanding of social settings, groups, communities, work organizations, occupational groupings and life styles. Its purpose is to better equip the student with ways of thinking about people and ways of learning about them, so that he or she may more effectively and quickly deal with the new and different social situations that he or she will enter throughout a career, and deal with the inevitable problems encountered. Readings and classroom sessions are used to prepare the student to conduct a field study and evaluate it. The students' field projects and their methods of planning, working, writing up and evaluating the experience are major features of the course. Considerable time is spent on interpretive frameworks—theories, concepts and models of human social behavior—that the students need to plan and understand the substance (in contrast to the methods) of their field studies.
The Department

Mb 125 Field Studies of Leadership: A Comparative Approach (F; S; 3, 3)

Leadership has always been a topic of interest, but in recent years there has been added emphasis. Empirical research has given a new focus while increasing concern with ethical behavior has added a sense of urgency. Because leadership has both conceptual and skill components, the curriculum is designed to interweave both through a multimedia approach in the classroom and library. This will be combined with field work including direct observation of managers operating in the public and private sectors, and invited guest speakers who are themselves practicing managers. Students working in groups will share their field observations and their impressions of paperback books of current interest on the topic.
The Department

Mb 126 Laboratory in Management Practice (F; S; 3, 3)

This course develops managerial skill by direct experience. The student is a member of a decision-making team competing against other teams in a simulated organizational environment. This experience provides first-hand familiarity with the information handling, diagnostic and decision making requirements of an economic setting, and with the behavioral processes involved in management practice. Designing an organization, influencing and leading other people, evaluating an organization's performance, planning and implementing organizational improvements and serving as a consultant to another organization are among the areas on which the student will gain actual experience as well as an opportunity to apply current theories and research findings.
The Department

Mb 153 Creativity in Organizations (F; S; 3, 3)

All of us are creative. We have ideas about how things can be better done. Surveys of recent college graduates show their frustration over getting their ideas accepted. Many organizations are "encrusted with barnacles" and find change difficult. The focus of this course is to tap the creative potential at all levels of the organization. People have the ability to create or to bring about innovative ideas. The better innovator/entrepreneur has also developed the interpersonal skills and knowledge to implement new ideas—to bring about organizational progress and renewal. These abilities can be increased. How do you avoid getting into a rut on the job? How do you think more innovatively about existing conditions? People who are interested in being an entrepreneur may also consider taking this course. The course will develop principles of successful creativity, innovation and change. Projects, cases, exercises and guest speakers will be used.
The Department

Mb 310 The Politics of Organizational Power (F; S; 3, 3)

This course provides the student with awareness of organizational power, influence and politics and how to effectively and ethically cope with such issues. The first objective will be to explore and understand existing literature and theory behind organizational and interorganizational issues of power. The second objective will be to help students develop analytical skills and personal sophistication in order to solve problems arising out of issues of power, influence and politics.
The Department

Mb 603 Human Consequences of Managerial Control Systems (F; S; 3, 3)

Appropriate management information and control systems are essential in smoothly functioning organizations. All such systems, whether computerized or manual, depend upon human beings for their input as well as later interpretation and use of their outputs. Careful analysis is required to discover ways in which human behavior is affected and in turn affects the operation of information and control systems. Accountants, management scientists, personnel executives and others who develop control systems whatever their intended use, need to understand the interaction between these systems and human behavior. There is clear evidence that the impact of a particular system is strongly influenced by the way managers use the information the system produces. Unforeseen and unintended consequences can seriously reduce the hoped for benefits or even preclude their realization entirely. The thrust of this course is on how management information and control systems can be creatively designed and implemented in order to maximize both human and organizational effectiveness.
The Department

Mb 709 Organizational Studies (F; S; 3, 3)

This introductory course is designed to increase the student's effectiveness in dealing with individuals and organizations. Using both personal and conceptual tools, the course will cover such areas as individual motivation, the effect upon human behavior of membership in differing types of groups, types and effectiveness of managerial styles, organizational design and effectiveness, including the effect of organizational structure and managerial behavior. Stress will be placed upon self-learning to apply the principles learned in the course. The student will be expected to develop skills in responsible and effective problem-solving through small group and organizational simulation exercises, case discussions and the like.
The Department

Mb 801 Communication and Behavior (S; 3)

Prerequisite: Mb 709 or consent of instructor

This course attempts to improve the kinds of interpersonal competence which can contribute to the life of the manager, primarily but not exclusively in the effective accomplishment of purposes within organizations. It focuses on the important and difficult process of communication in such one-to-one relationships as superior-subordinate, line-staff and consultant-client, but also considers other relationships of importance to the manager, such as parent-child, friend-friend, and husband-wife. The process of communicating is studied via cases, films, twentieth century literature and other materials, and, of course, is experienced in the classroom, with the goal of increasing perception, awareness and understanding of one's own and others' points of view and behavior.
Dolmor Fisher

Mb 802 Seminar in Organizational Development (S; 3)

Prerequisite: Mb 709 or consent of instructor.

There is widespread concern at the national level, including the Congress of the United States, about productivity and increasing employee alienation at work, including managers. This seminar is concerned with reversing this trend by providing approaches, tools and techniques to assist the student and the organization to become more competent. Both the individual manager and the successful institution (business, educational, nonprofit or other) must be flexible, adaptable to change and better able to meet the needs of both employees and the institution. The seminar provides the student with diagnostic approaches to determine when and where such tools should be used as: organizational design to better fit the environment; job enrichment; management by objectives; role analysis; attitude surveys and feedback methods; interface problem-solving; organizational confrontation; managerial and other team building; methods for inter and intra group conflict resolution; organizational confrontation meetings; and laboratory training. The content matter of the course is drawn from such fields as psychology, sociology and

170 / Description of Courses

MANAGEMENT: COMPUTER SCIENCES

applied anthropology. Emphasis will be placed upon the individual and personal development of the student in addition to assisting him or her to understand and be more effective in managing change and innovation. Since the course is a seminar, there is no advance syllabus. Rather, the seminar is tailored to the needs of the students enrolled in the course at the time. It may include individual or group projects as well as cases, "nonquantitative" business games and the like, depending upon the psychological contract developed with the students in the seminar.

Edgor F. Huse
John W. Lewis

Mb 803 Managerial Effectiveness (F; 3)

Prerequisite: Mb 709 or consent of instructor.

The practicing manager is under pressure to get results. The organization in which he or she works is made up of individuals and units above, beside and beneath him or her, who are also striving to achieve certain results. This complex of striving people and units inevitably sets up dynamic tensions in the organization—tensions both of cooperation and of conflicting effort. The problem for the manager is how to make constructive use of inherent tensions in the organization. This course deals with skills and processes which are available to the manager for coping with the dynamic tensions of organization. These are: (1) the resolution of conflict between individuals and between groups; (2) confrontation by the manager representing him or herself in advocacy of his or her own needs; (3) counseling with organization members who are feeling stress; and (4) creation within the organization of belief in its problem-solving capacities.

John W. Lewis

Mb 804 Group Dynamics (S; 3)

Prerequisite: Mb 709 or consent of instructor.

The purpose of this course is to help the student understand group processes and to become more effectively involved in membership and leadership roles in groups such as committees, task groups, and project teams. The students will work together as a project team in the course, designing, implementing, and evaluating a term project related to the course content. Thus, in addition to readings and discussions about group dynamics, they will be able to use their own project group as a learning laboratory.

John W. Lewis

Mb 805 Seminar in Management Development (Summer; 3)

Prerequisite: Mb 709 or consent of instructor.

This seminar will explore and evaluate some of the current theories and techniques being applied in the Management Development area. Students will examine management development concepts and applications through outside readings, class discussions, and team projects. A large segment of class time will be devoted to participation in management development exercises and techniques (role-playing, in-basket exercises, simulations, etc.), as a basis for evaluating their possible worth and inclusion in management development programs. This seminar will be of prime interest to persons who are actively interested in or engaged in the design and conduct of management development programs.

Roymond Keyes

Mb 806 Industrial Psychology (F; 3)

Prerequisites: Mb 709 or consent of instructor.

One of the keystones of organizational effectiveness stems from the success of the manager in solving personnel problems. Frequently, the areas of (1) personnel selection and classification, (2) wage, salary and incentive program administration, (3) personnel performance appraisal, and (4) union-management relations are unsystematically performed or left completely to the personnel department. This course will examine systematic approaches to these personnel administration areas utilizing the latest findings in behavior science research. Selected exercises and cases will be employed to enhance the students' understanding of key concepts.

James Bowditch

Mb 807 Personnel Management (S; 3)

Prerequisite: Mb 709 or consent of instructor.

The goals of this course are to acquaint the student with basic personnel processes and give experience in solving some of the practical problems which frequently confront personnel departments of organizations. It will be a blend of the latest behavioral science techniques and the more traditional management procedures in the personnel administration domain. Topics included will be job design, performance, appraisal, staffing, selection and promotion, wage and salary administration, collective bargaining process, managing the

higher level employee, training and personnel development. Classroom, library work, and field work will all be a part of this offering.

James Bowditch

Mb 808 Organizational Design and Structure (S; 3)

Prerequisite: Mb 709 or consent of instructor

This course examines behavior in organizations from a macro perspective. It discusses organizational structures, interorganizational relations, and such intraorganizational issues as power, control, and goal formulation and accomplishment. This seminar deals with issues faced by any manager or employee who works in the increasingly complex organizations of both the public and private sectors: the impact of technology, environment, and human requirements on individual, group, and organizational behavior. This seminar also explores the initial issues managers must consider in designing organizations and in changing organizations to respond to changes in these organizational contingencies.

Judith Gordon

Mb 810 Management of Religious Institutions (S; 3)

Prerequisites: None. May not normally be taken for credit in addition to Mb 709.

This course is concerned with the management of voluntary, service organizations, particularly religious institutions. The course focuses on the similarities and differences between these organizations and profit making institutions. Issues to be covered include: a systems approach to management, career steps of congregation leaders, power and authority, team building and participative management, organizational climate and environment, models for coping with uncertainty and long range planning. The intent of the course is to increase the managerial skills of clergy and lay persons who already have theological training.

James Bowditch

Jeon Bortunek

Management: Computer Sciences (Mc)

Mc 022 Introduction to Computer Science (F, S; 3)

How can we use the computer to solve problems? What types of problems are amenable to a computer solution? This course is an introduction to the structure, concepts, and use of computers. The student will learn how to program in the BASIC language. Emphasis will be placed on learning what a computer can and ought to do and on how to make effective use of the computer. There are no prerequisites. Students with prior programming experience should enroll in Mc 350.

The Department

Mc 156 Statistical Analysis (S; 3)

This course stresses the theoretical and practical foundations of statistical decision-making. Probability theory leading to statistical decision rules forms a major emphasis of the course. A prior course in calculus would be very helpful.

The Department

Mc 299 Independent Study (F, S; 3)

The student works with an individual professor on a mutually agreed upon topic. An oral and written presentation is required.

By arrangement

The Department

Mc 350 Structured Programming (F, S; 3)

Prerequisite: Mc 022 or some programming experience

The main purpose of this course is to develop a systematic, well-disciplined, approach to computer programming. Students will learn to apply the classical "Scientific method" to the production of computer programs. Students will also learn how to use the PL/1 language.

The Department

Mc 361 Simulation Methods (S; 3)

An introduction to building computer models of decision-making systems. Prerequisites include some exposure to computing; some statistics helpful. Offered alternate years.

Peter Olivieri

Mc 365 Systems Analysis (F, S; 3)

Prerequisite: Some facility and experience with at least one computer language.

This course teaches the student how to analyze the structure and flow of information in organizations like businesses and hospitals as well as how the computer itself as a system structures and processes

information on the instruction and circuit level. Accessing methods and disk processing will be presented. Peter Olivieri

Mc 370 Technological Impact (S; 3)

This course examines the philosophical, psychological, social, legal and economic impact of modern technology, especially as objectified in the computer. Attention will focus upon the effects on the individual, society in general and on organizations. Although this is a "qualitative computer course", the student should expect to raise and analyze significant issues in these areas. A person taking this course should have at least an elementary understanding of computer processes (as might be evidenced by experience with a computer language) and an interest in where society is and is going in virtue of this burgeoning technology. William Griffith

Mc 384 Applied Statistics (F; 3)

An introduction to the theory and use of linear statistical models particularly as they are applied to the analysis of data for forecasting and experimental analysis. An elementary statistics course is a prerequisite; an acquaintance with linear algebra and the ability to use a computer are desirable. The Department

Mc 392 Operations Research (F; 3)

Presents the concepts and techniques of linear optimization including linear, integer and dynamic programming. Essentially the course deals with the optimization of linear functions subject to linear constraints with special attention given to formulation and post-optimality analysis. Some mathematical fluency is necessary and the ability to use a computer is very helpful. Peter Olivieri
Michael Rubin

Mc 400 Business Systems (F, S; 3)

Prerequisite: Mc 350 or permission of the instructor.

This course will cover the concepts of selecting storage media (such as tape or disk files) and the structure, design and organization of files. The course material will include sequential, direct, and indexed sequential file organization. COBOL (Common Business Oriented Language) is the most widely used programming language in the business community. This course offers the student the opportunity to become proficient in this language. Peter Kugel
Peter Olivieri

Mc 402 Artificial Intelligence (S; 3)

Prerequisite: Mc 022 or equivalent

The field of Artificial Intelligence is concerned with programming computers to do things that require intelligence when done by people. The student will learn about programs that hold conversations in English, play chess, solve problems, and about recent efforts to construct computer-controlled robots. Emphasis will be placed on the programming techniques underlying these systems and on the question of whether or not there are limits on the intellectual capabilities that can be programmed into a computer. James Gips
Peter Kugel

Mc 404 Machines and Languages (S; 3)

Prerequisite: The ability to read and write computer programs and some mathematical maturity.

This course is an introduction to the theory of computation and its application to the design of computers and computer languages.

The theory of computation studies the scope and limits of the computing process. This course will deal with some of the things that computers can and cannot do from a strictly theoretical point of view. It will focus on the kinds of languages computers can and cannot understand. The aim of the course is to enable the student to understand the theoretical limits of computers and enough about the structures that have been developed by theorists so that he or she can deal with some of the basic issues in the design of computers and computer languages. James Gips
Peter Kugel

Mc 406 Data Structures (S; 3)

Prerequisite: Mc 350 or equivalent

This course provides the necessary framework for more effective and efficient usage of modern storage structures by concentrating on the logical design of such structures and not on any particular physical implementation of such structures. The course begins with a consideration of the basic static storage structures which are commonly implemented in algebraic programming languages. Next we consider structures which have limited potential for change on their

periphery (i.e., stacks, queues and deques). This is followed by a more extended treatment of dynamic structures (i.e., trees, graphs and linked lists). The final part of the course involves consideration of what might be termed applications: sorting, strings, data searching, file structures, storage allocations, garbage collections and data management. The Department

Mc 450 Programming Systems (F, S; 3)

Prerequisite: Mc 350 and Mc 452, or equivalent

People who use computers do not, in general, use computers. They use a programming system that communicates what they want done to the computer. This course will explore the function, design, and construction of systems software such as operating systems, compilers, and assemblers. The student will be expected to complete a substantial programming project. Peter Kugel
David Levine

Mc 452 Computer Organization (F, S; 3)

Prerequisite: Mc 350 or equivalent

In order to make effective use of the computer, it is important to understand its basic organization and structure and how it actually follows instructions. This course is designed to introduce the student to basic computer programming. A particular computer and assembly language will be used extensively to illustrate the concepts being taught and to give the student ample assembly language programming experience. Various computers with different types of organization and instructions will be compared. Additionally, the functions and characteristics of important kinds of systems software will be described. James Gips
David Levine

Mc 454 Computer Graphics (F; 3)

Prerequisite: Mc 350 or equivalent

Whether in the graphical display of large amounts of data, or the computer-aided design of new products, computer graphics is becoming increasingly important. In this course the student will learn the fundamentals of computer graphics and will gain extensive experience in designing and implementing computer graphics programs. Full use will be made of graphics display devices both for instruction and student homework. Each student will design and implement a substantial computer graphics program in an area of interest as a class project. This course is offered every other year. James Gips

Mc 480 Topics in Computer Science (F, S; 3)

Prerequisites: Mc 022, usually Mc 350

An in-depth treatment of some area of Computer Science not covered by the regular curriculum. A different topic will be offered each term: check with department for details.

Topics will be drawn from faculty research areas, current developments in the field, and student interests. Possible subjects include: compilers; programming languages (theory, design, comparative study, or history); structure and management of large programming projects; data base management systems; microcomputers; advanced topics in computer organization; graphics; natural language processing; programming with symbolic expressions.

This course may be taken up to two times for credit.

May be offered either term.

The Department

Mc 600 Mathematics for Management (F; 3)

This course is designed to increase the mathematical literacy of persons just beginning the MBA Program. Much attention will be given to problem solving so that students will gain experience with mathematical notation and techniques. There are no prerequisites. Louis Goldberg

Mc 606 Forecasting Techniques (F; 3)

Prerequisites: Previous exposure to statistics and an ability to use computing facilities.

The planning process is dependent on both forecasting ability and logical decision making. This course focuses on forecasting models of processes that occur in business, economics and the social sciences. The techniques presented include time series models, single equation regression models and multi-equation simulation models. The underlying theory is presented through real cases.

The Department

Mc 608 Cases in Management Science (F; 3)

Prerequisites: A degree of mathematical literacy and the ability to use computing facilities.

This course uses the case study method to show how and in what areas management sciences is being used to help solve business problems. A variety of topics and cases will be presented in order to produce students, who can, in their careers as managers, recognize possible MS applications appreciate the advantages and limitations of MS, and understand and intelligently employ MS tools. The areas to be covered comprise: (a) Credit Scoring (Discriminant Analysis) (b) Asset Liability Management (Linear Programming) (c) Inventory Management (Statistics) (d) Short Cases in Probability (e) Modeling in General.

The Department

Mc 706 Statistical Decision Making (F; 3)

This is a graduate level statistics course for students with little or no prior knowledge of statistical analysis. Its purpose is to present the practical procedures and theoretical basis of modern statistics, statistical inference, analysis of variance, correlation analysis, and multiple regression through a consideration of general linear models.

Richard Moffei
Peter Olivieri

Mc 707 Quantitative Analysis and Computer Science I (F; 3)

This course is intended to serve as an introduction to computers and computer processes for graduate students. The student learns and programs in the BASIC language. In addition, he or she will become familiar with using existing library programs to perform statistical and quantitative analyses in a variety of decision-making situations. At the end of the course, the student will have an idea of both the capabilities and limitations of computers as well as the skills necessary to use them effectively. Competence in simulation, model building, and an introductory level of data analysis will be a further byproduct of the course. Both batch processing and time-sharing computer usage will be involved.

The Department

Mc 708 Quantitative Analysis and Computer Science II (S; 3)

This course is designed to provide an introduction to the study of operations research, a scientific methodology for examining, defining, analyzing, and solving complex problems. When applied to the solution of management problems, operations research is often called management science. Some of the mathematical models investigated are linear programming, assignment/transportation models, dynamic programming and integer programming.

The Department

Mc 897 Directed Readings (F, S; 3)

Prerequisites: Consent of department chairperson.

The student does extensive reading in a selected area under the direction of a faculty member. The student is expected to present written critiques of the reading and be capable of making careful comparisons between them.

By arrangement

The Department

Mc 898-899 Directed Research I and II (F, S; 3, 3)

Prerequisite: Consent of department chairperson.

The student investigates a topic under the direction of a faculty member. The student is expected to develop a paper with publication potential.

By arrangement

The Department

Management: Administrative Sciences (Md)

Programs:

Operations Management

Strategic Management: Environment and Policy

The Administrative Sciences Department offers an undergraduate concentration in Operations Management. Undergraduates interested in Strategic Management can select it as an area of study in the General Management concentration. Graduate concentrations in Operations Management and Strategic Management are offered in the MBA Program. The Strategic Management concentration includes a Public Management option.

Md 021 Management and Operations (F, S; 3)

Prerequisites: Ec 132, Ec 151, and Ma 022

This course serves as an introduction to general management and to operations management. The central focus is on the structure, behavior, and management of operating or productive systems. Operations management is what every organization does; it transforms human, physical, and technical resources into goods or services. Hence, every organization has a need to manage resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and general management decisions, organizational strategies, and societal concerns about productivity, inflation, quality of life, and quality of working life. The integration centers on decisions regarding demand forecasting, cost, scheduling, productivity, quality, customer service and satisfaction, energy conservation, return on investment, pollution abatement, quality of working life, product reliability, and technology transfer.

The Department

Md 099 Administrative Strategy and Policy (F, S; 3)

Prerequisite: Successful completion of SOM professional core and senior standing.

This course focuses on the study of the administrative process as organizational guidance from a top-management perspective. This involves the nature, formulation, and implementation of strategy and policy; the necessity of, and problems resulting from functional integration and human interaction; the planning, organizing, and controlling processes; the evaluation of risks and alternatives; and administrative philosophies and ideologies. Considerable emphasis is placed on student participation through class discussion, and on the development of administrative skills.

The Department

Md 122 Managing Complex Organizations (F, S; 3)

This course views management as a necessary and complex set of activities by which general managers establish, maintain, and improve organizations. The existence of management as a useful discipline or body of knowledge that can be applied to organizational and societal problems is emphasized. The interdisciplinary nature of management is demonstrated by synthesizing and integrating ideas and theories from many sources. The overall goal is to consider what constitutes efficient and effective management in various institutional and cultural settings from both organizational and societal perspectives. Through simulated management practice the student gains insight into the cognitive, human, technical, and decision-making skills needed for effective and efficient administration.

Wolter H. Klein
Alon P. Thoyer

Md 160 Management and Social Responsibility (F, S; 3)

This course is a careful study of business as one of the truly central institutions of the western world. Major emphasis is on how business organizations have responded to demands for greater social involvement and responsiveness and on the necessity of managing these responses. Consideration is given to the use of social measurements and social audits to evaluate the effectiveness of the responses. Case analysis is used to encourage the student to wrestle with such issues as pollution, consumerism, racism, pluralism, interorganizational relationships, changing social values, technology, occupational safety, increasing government regulation, public policy matters and urban renewal from the viewpoint of a manager.

Walter H. Klein
Joseph A. Roelin

Md 205 Industrial Relations (F; 3) or (S; 3)

This course examines: changes in labor force participation; unemployment; occupational composition and the operations of labor markets with the purpose of developing criteria for evaluating educational and manpower policies; economic security and related issues including discrimination in employment; the role of existing educational and training institutions; and the role of labor unions and collective bargaining. The relationship between national, economic and manpower policies is pursued throughout the course.

Dorothy Sparrow

Md 242 Personnel Management (F, S; 3)

This course surveys techniques of modern personnel management from the points of view of both the manager as well as the Personnel Director. Topics covered include recruitment; selection, interviews, resume preparation, managerial evaluation and development, leadership and supervision, management-labor history, and rela-

tions, wage and salary administration, fringe benefits and psychological testing. Pertinent laws covered include the Wagner, Taft-Hartley and Landrum-Griffin Act, Fair Labor Standards Act and Walsh-Healey Act. Usually about 4 or 5 guest lectures on such topics as college recruitment, Affirmative Action, Role of Women Executives, Social Security, Organizational Labor, U.S. and State Civil Service career opportunities.

Alon P. Thoyer

Md 250 Operations Planning and Control (F, S; 3)

Prerequisite: Mg 021

This course is a comprehensive and integrated treatment of the functions, techniques, objectives, and policies related to operations planning, scheduling, and control. An elementary knowledge of modeling and of the techniques of linear programming, critical path method, and simulation will be assumed. These techniques will be integrated with concepts of operations planning and control from the viewpoint of the manager rather than the technician. Selected readings and cases will serve as methods of integrating topics covered in the course and developing administrative skills in operations management.

The Department

Md 299 Independent Study (F, S; 3)

Prerequisite: Senior standing, consent of department chairperson.

The student works under the direction of an individual professor.

By arrangement

The Department

Md 364 Collective Bargaining (F; 3) or (S; 3)

This course examines collective bargaining in the United States in both its institutional and procedural aspects. From the former perspective, the nature, development, structure, leadership and public policy regarding collective bargaining as a major contributing partner in the overall management of human resources in both private-sector and public-sector organizations are considered. The course then examines the collective bargaining process, per se, such as negotiation, grievance procedures, and dispute settlement. Formal bargaining models are reviewed. Finally, attention is focused on selected substantive issues.

Joseph A. Roelin

Dorothy Sporrow

Md 370 Operations Analysis (F; 3)

Prerequisite: Mg 250

This course is designed to be a bridge between the understanding of analytical concepts and their useful implementation in managing operating systems. The course focuses on economic and strategic implications of major operating decisions facing managers with operating responsibilities. Drawing primarily on case studies, the course is action-oriented and emphasizes the development of reasonable and viable courses of action based on thorough analyses of complex operating problems. This course serves those whose career goals are positions of responsibility in the managing of operating systems, and who, therefore, need particular managerial insights and skills in transforming strategic operating plans into operating accomplishments.

The Department

Md 375 Systems Management (F, S; 3)

Prerequisites: Mg 021 or Mg 706

This course has as its central theme the application of the problem solving and decision-making process to the operating system of any organization. The systems approach relates both principles of analysis and principles of synthesis to the management activities of planning and control. A generalized input-process-output model of a system is used to integrate the analytic tools available to the operations manager. Thus the use of modern theory and methodology provides the student with the ability to adjust to the specific processing system of any industry or activity, and with the skill to manage the details of any applied technology.

John E. Von Tossel

Md 390 Small Business Management (S; 3)

Prerequisite: Senior standing and satisfactory completion of the SOM professional core.

The purpose of this course is to provide a viable alternative for those students who are likely to enter small or new businesses rather than those of a large or established nature. Emphasizing class discussion, case analysis, and a major project, the course covers the recent practices, trends, regulations and opportunities which affect the smaller enterprise. In addition, the course directs the functional management areas to the needs of small business.

Thomos W. Dunn

Md 601 Labor and Industrial Relations—U.S. and International (F; 3) or (S; 3)

This course studies labor and industrial relations in selected industrialized countries, including France, Germany, Great Britain, Sweden and the United States. The purpose will be to develop an understanding of the relation between political, social and economic factors and a country's industrial relations institutions. Major topics will include the organization of collective bargaining process, evolution of labor legislation and governmental policies toward labor-management relations, wages and incomes policies in the postwar period, the role of the multinational corporation, the relationship of collective bargaining to political parties, and European experiences with worker participation in management.

Dorothy Sporrow

Md 602 Management Thought in Perspective (F; 3)

This course examines management thought as a dynamic, evolving, and organized body of knowledge influencing managerial performance and practice. The recognized and representative school of management thought—Classical, Behavioral, and Management Science Schools—are examined to identify similarities and differences, and to understand the basic assumptions, applications, strengths, and weaknesses of each. Within the context of these schools of thought, emphasis is given to the search for differences in the environments within which firms must operate. Specific issues such as decentralization, management by results, and the systems approach will be examined in-depth to illustrate the effects of environmental factors.

Wolter H. Klein

David C. Murphy

John E. Von Tossel

Md 603 Comparative Management (F; 3)

This course is about management in different countries; it is an analysis of management as a variable in differing environments. Emphasis is on the search for like and unlike attributes and patterns. The analysis extends into consideration of the major economic and political systems with the objective of achieving better understanding of the impact the various systems have upon managerial processes and practices. The course is directed toward the development of cultural, organizational, and managerial perspectives.

The Department

Md 607 Business Leadership and Urban Problems (S; 3)

This course studies in some depth a half dozen or so pressing urban problems in an effort to explore business-government-university relationships in urban development and to develop conceptual frameworks, managerial processes, and leadership skills for dealing with such problems. Among the problems that might be considered are employing the disadvantaged, black capitalism, mass transportation, controlling pollution, city planning, financing urban development, educational improvement, low-cost housing, racism, poverty and the ghetto, and health care. Trends in the metropolitan environment, the design and use of urban simulation games, and planning the economic-political-social environments of new cities will be considered depending upon the professional interests and backgrounds of the students.

The Department

Md 608 Management of Health Care (S; 3)

This course introduces the student to a variety of management issues in the health care delivery area, by allowing the student to grapple with some real problem situations. The case method is used in combination with discussions to give the student this exposure. The areas covered can be divided into two broad categories: health care system design issues and health care system operating control issues. Design issues include: need identification, financing systems, cost, quantity, accessibility (volume) goal specification, capacity decisions, service or program design and organization structure. Operating control issues include: resource allocation (budgetary) systems, quality control systems, cost control systems.

Joel Chose

Md 610 Managing the Metropolis (F; 3)

This seminar focuses upon what can be done to remake our cities. The historical development and current status of our cities is reviewed. Major emphasis is given to systematic consideration of the role that government, business, financing, housing, transportation and urban renewal play in metropolitan planning. Student projects are an integral part of the course.

The Department

Md 664 Labor Management Relations (S; 3)

This course critically reviews and appraises the development and

impact of collective bargaining in the United States. Attention is given to environmental forces, including public policy as well as to the negotiation and administration of labor agreements and related issues.
Donold J. White

Md 700 Economics and Social Choice (F; 3)

The purpose of this course is to create an understanding of economics as the science of choice. This is accomplished by studying the operation of a market economy and developing analytical insights into the functioning of the system in our society. Conceptual frameworks necessary to understanding the economic-rationale for behavior are presented along with those forces that influence the system as a whole. The course focuses on the theoretical underpinnings of such topics as: demand, supply, markets equilibrium, monetary policy, national income and consumption, fiscal policy, international economics and economic forecasting. The relevance of these topics to issues of public concern is stressed through the course.

*Mory Louise Hotten
David C. Murphy
John E. Von Tossel*

Md 701-702 Problems of Administration in Changing Environments I & II (F, S; 3, 3)

Prerequisite: Elementary understanding of micro- and macro-economics analysis. Students without this understanding are required to take Me 700.

The integrating theme of this two-semester, core course is the complex, dynamic, two-way relationship between organizations and their social environments. Emphasis during the first semester is on understanding the dynamics of the social environment as a whole, that is, systematic analysis of the noneconomic as well as the economic effects of business on other institutions and of the social environment on business. Particular attention is paid to the basic assumptions, attitudes, concepts, ideologies, corporate or social responsibilities, and values that underlie a particular set of institutional arrangements, and how changes in these factors affect the arrangement and the interactions among the various parts of the whole system. After exploring why environmental perceptions and organizational adaptiveness are so important, the second semester explores how environmental analysis and planning activities might be organized and matched to the information needs of those making strategic decisions. The role of the manager as a linking pin between the organization and its external environment is stressed. Several techniques such as Delphi, cross-impact, signal monitoring, and alternate scenarios will be evaluated, not for their sophistication but for their usefulness to management. Techniques of economic, technological, and socio-political forecasting are also considered. Case analysis is used extensively in both semesters of the course.

*John Diffenboch
Wolter H. Klein
Joseph A. Roelin*

Md 706 Production and Operations Management (F, S; 3)

This course studies the field of production and operations management with an analytical approach and the broad viewpoint, together with a systems synthesis of the input-output process inherent in any organization designed to achieve objectives. Emphasis is placed on the economics of production, relating cost concepts to the decision-making process. The methods used in the design of production systems are integrated with operations planning and control to achieve effective and efficient solutions for production problems. Depth of coverage is preferred to breadth, however the interrelations with other operating functions are recognized and identified.

*Robert M. Brown
David C. Murphy*

Md 710 Policy Formulation and Administration I (S; 3)

Prerequisite: Six core courses must be completed and it is strongly recommended that the entire core be completed. Confer with the Department Chairperson if you have not completed the core or CBK. The course provides an integrated study of administrative processes under conditions of uncertainty. The course is integrative in at least three respects: (1) it provides the customary integration of the functions from an organizational-wide, administrative point of view, (2) it has strategy formulation and implementation as its organizing focus, and (3) it presents the latest knowledge in the policy field along with carefully selected cases so as to provide intensive, integrative drilling of conceptual developments and the needed ad-

ministrative skills. The conceptual knowledge covers such topics as modes of strategy formulation, role of the general manager, strategy and structure, stages of corporate development, and design of formal strategic planning systems. The cases deal with policy making in government, hospitals, universities and in small, multi-mission and multinational businesses. Of major concern throughout the course is the development of broad transferable skills such as problem identification, problem solving with emphasis on broad, messy, unstructured problems, learning to ask deliberative questions, and decision making.

*John Diffenboch
Thomas W. Dunn
Walter H. Klein
David C. Murphy
John E. Van Tossel*

Md 803 Management Decision Making (S; 3)

Prerequisite: Md 710 (therefore, fulfills MBA policy requirement)

This course uses a general management simulation to enable students to put into practice the principles of management decision-making and forward planning in a framework which approximates the risk, the uncertainty, and the dynamics inherent in actual business and economic situations. The major objective is to clarify the relationships among the functional departments (finance, production and distribution) of a business enterprise. Some of the administrative problems included in the exercise are profit management, sales forecasting, production and inventory control, cost analysis, pricing policies, budgeting, and capital management. The participants must prepare and analyze financial reports, fund flows, budgets and sales forecasts. Each student acts as a member of a particular company organization in an industry having a few relatively equal firms, so that there are both internal problems of communication and external problems of competition. The participants are expected to apply the universal principles of scientific procedure in order to discover the nature of the simulated business world encompassed in the environment, and thus to improve their control of the company's situation.

John E. Van Tossel

Md 804 Management of Technology (F; 3) or (S; 3)

This course places emphasis upon appropriate structuring of research and development efforts in order to achieve a common framework for schedule, cost, and technical performance controls. Project management organizational arrangements and project management tools are described and evaluated. The growth of technology, technology assessment, technology transfer, and the role of the Federal Government in the direction and management of technology are other typical topics which are analyzed in class and recommended for class research projects.

The Department

Md 805 Project Management (F; 3)

This course recognizes that an increasing number of organizations are structuring a wide variety of activities into projects for management purposes. The major objective of the course is to familiarize the student with the essential factors critical to project effectiveness. Topics covered will include project organization, planning and control techniques, client-parent-project relations, design, and environmental constraints. The student will be expected to complete a major research effort and to participate in a class project.

David C. Murphy

Md 806 Planning Theory and Practice (S; 3)

Prerequisite: Md 710 (therefore, fulfills MBA policy requirement)

This course begins with an investigation of why planning is needed now more than ever by modern complex organizations, whether engaged in business, education, government, or service and whether for profit or not-for-profit. The first half of the course is devoted to the concepts and purposes of long range planning. The second half of the course deals with shorter range planning and programming. Emphasis is divided equally between the theoretical bases for planning and programming and the actual practices, tools and techniques which are found in the best planning organizations. Case problems and case studies are used to reinforce class discussion.

Richard B. Maffei

Md 807 Seminar: Advanced Topics in Strategic Management (S; 3)

Prerequisite: Md 710 (therefore, fulfills MBA policy requirement)

This seminar deals with the strategy formulation and implementation problems which face all organizations. Advanced and original

analysis is conducted to study how strategy permeates and is rounded-out and implemented by policy, organization, and control. Emphasis is placed on the organization's integration and adaptation to its dynamic internal and external environment. *Wolter H. Klein*

Md 808 New Business Formations (F; 3)

This course is designed to show the student how to organize a new business. Topics discussed include selected aspects of corporation law, entrepreneurship, accounting and financial aspects of new business formation, innovation and patent protection, the role of research and development in emerging business, marketing and product planning, business and technological forecasting, principles of valuation, and the management of growth. *Richard B. Moffe*

Md 810 Small Business Management Strategy

Prerequisite: Md 710 (therefore, fulfills MBA policy requirement)

This course builds on Md 710 by stressing the similarities and differences in applying strategic and functional area concepts and analyses to small business management. The purpose of the course is to provide a viable alternative for students likely to enter small or new businesses. It emphasizes a major consulting project (selected by the student from a varied group) for a small firm or organization (both profit and non profit) which may be done individually or in teams. Class meetings are limited to transposition of major concepts and analyses to small business needs and to critiques of the verbal and written reports which are submitted to the client firm.

Thomas W. Dunn

Md 811 Management and Public Policy (S; 3)

Prerequisite: Md 710 (therefore, fulfills MBA policy requirement)

The course examines the public-policy process, focusing in particular on the utilization of managerial skills and concepts in examining the formulation, implementation, and evaluation of public policy. The contributions of interdisciplinary perspectives are considered as are the issues pertinent to specific substantive areas. The policy process is viewed throughout as a manager's link to understanding and responding to the socio-political environment. Analytical techniques available to the policymaker are surveyed. *Joseph A. Roelin*

Md 815 Policy Issues in Public Utility Management (F; 3)

This course covers both the conceptual and applicable aspects of policy-level issues confronting public utility companies and regulatory commissions. It is intended that the student will derive from this course: (1) a more comprehensive understanding of the policymaking process, (2) knowledge of the issues covered, and (3) an improved ability to perceive the management implications of the issues. Some of the issues discussed are as follows: rate of return; rate design including two-tier pricing, automatic adjustment clauses, peak-load pricing, and lifeline rates; externalities such as political, public interest groups and consumer pressures; the regulatory process including regulatory lag; load forecasting; capacity planning; and management audits.

Classes are structured around discussions of readings, problem-oriented management cases, and guest speakers from public utility companies and regulatory agencies. *John Diffenboch*

Md 820 Managerial Economics (F; 3) or (S; 3)

Prerequisite: Mc 708, Mf 703, Mg 706 or permission of the instructor

This course provides an opportunity for more advanced applications of micro- and macro-economic concepts to management. The course will include cases on demand elasticity, costing procedures which aid managerial decision making, public and private agency pricing, industry structure, and the effects of government regulation and changes in macroeconomic policies on the firm. Economic forecasting procedures will also be examined for their relevance to managerial decision making. *Mary Louise Hatten*

Md 894 Internship in Public Management (F, S; 3, 3)

Internships are designed to provide graduate students who are concentrating in public management or who have identified public service education as an important component of their degree with high quality, supervised field placements in public and not-for-profit organizations. The internship program is intended to support the graduate education of students who have not had field experiences to supplement their conceptual development. Internships are arranged through the Institute for Public Service and may be taken during only one semester. A formal dossier containing a research report and other documents is required for academic credit to be awarded and must be coordinated with a faculty advisor and field coordinator. *Joseph A. Raelin*

Md 895 Case Research (F, S; 3)

Prerequisite: Second year status, consent of department chairperson

This course studies specific problems in many and varied live business and non-business situations. For the most part the student works on an independent basis, preparing case presentations and analyses. The CASE RESEARCH PROGRAM forces the student to apply his or her education, synthesizing various disciplines, theories, concepts, and techniques, therefore imparting a degree of "reality and relevance" to the student's education which may not otherwise be present. As a result, the participant develops a rapport with the business and the nonbusiness community and with the management profession, exposing him or her to the realities of both, and assisting him or her in developing the conceptual, analytical, expressive and human skills necessary in practice. *John Diffenboch*

Thomas W. Dunn

Dovid C. Murphy

Md 897 Directed Readings (F, S; 3)

Prerequisite: Second year status, consent of department chairperson.

The student will do extensive reading in a selected area under the direction of a faculty member. The student is expected to present verbally or in writing careful critiques of the readings and to develop interrelationships between them.

By arrangement

The Department

Md 898, 899 Directed Research I and II (F, S; 3, 3)

Prerequisite: Second year status, consent of departmental chairperson.

The student selects a hypothesis or topic to be completely and thoroughly investigated under the direction of a faculty member. The student is expected to write a paper that employs sound research methodology and has publication possibilities.

By arrangement

The Department

Management: Finance (Mf)

Mf 021 Basic Finance (F, S; 3)

Prerequisites: Ma 021; Ma 022

This is a one semester course organized around two basic perspectives. Approximately half of the course will deal with the aggregative, or "macro" financial perspective. This perspective will focus upon the overall financial system and will include an analysis of the composition, characteristics, and interrelationships of relatively homogeneous groups of financial entities and instruments within the system. The nature of these interrelationships and the manner in which they are expressed are reviewed through discussions of valuation and the organized financial markets. International aspects are also reviewed.

A second, or "micro" financial perspective, will focus on the function of financial management within the corporation. Topics to be covered include—financial statement analysis, pro forma statements, working capital management, capital budgeting, and capital structure management. While the "macro" segment relies principally on the required text and lectures for exposition, the "micro" segment will employ primarily, the required text, case materials and problems, and class discussion. *The Department*

Mf 125 Financial Analysis (F, S; 3)

Prerequisite: Mf 021

This course is designed to teach the use of the tools and techniques of financial analysis in the decision making process. Topics treated intensively include ratios, flow of funds analysis, cash budgeting, pro forma statements, breakeven analysis, operating leverage, financial leverage, the cost of capital, and the techniques of capital budgeting. The principles of portfolio theory and the notion of efficient markets will be introduced. The teaching methods will be a combination of lectures, problems, and case discussions. *Jerry A. Viscione*

Mf 130 Financial Markets (F, S; 3)

Prerequisite: Mf 021

This course is designed to teach the students the nature, roles, and functions of financial markets and other institutions in the context of funds flows. It deals with the process of funds transfers (financial intermediations) of various financial institutions historically and analytically. *Miya Maung*

176 / Description of Courses

MANAGEMENT: FINANCE

Mf 151 Investments (F, S; 3)

Prerequisite: Mf 021

This course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analyzing of various investment media receive primary attention. Subsidiary topics include setting investment objectives, sources of investment information, and portfolio theory. Each student is responsible for a written analysis of the securities of a major company.

Donold Corleton

Mf 152 Portfolio Analysis and Management (S; 3)

Prerequisite: Mf 021

This course acquaints the student with the conceptual and technical foundations of modern investment analysis. The principal emphasis of the course will be the application of these analytical tools to the management and evaluation of investment activity in a wide variety of settings, including portfolios of financial institutions, personal investment choices of individuals, and asset selection by non-financial corporations. Use of the computer and case method may be required.

George Aragon

Mf 158 Management of Financial Institutions (F; 3)

Prerequisite: Mf 021

This course is intended to provide the student with an introduction to and a perception of the management of banks and other key financial institutions. The factors that influence the management of these institutions will be examined. Flow of funds statements and the effects of interest rate changes will be studied. Specific topics that are covered are the management of bank reserves, and the cash position and portfolio and loan management for the several types of financial firms such as commercial banks, Savings Banks, Insurance Companies, Pension Funds, Mutual Funds, Credit Unions, and Investment Banks.

Wolter T. Greoney

Mf 163 Tax Factors in Business Decisions (S; 3)

Prerequisite: Mf 021

The purpose of the course is to develop an awareness of the importance of tax law by illustrating its application in the practical areas of personal and corporate business endeavor. Although the Federal income tax receives primary attention, State and foreign taxes are also discussed.

Wolter T. Greoney

Mf 165 Financial Management of Governments and Other Related Public and Private Institutions (F; 3)

Prerequisite: Mf 021

This course is concerned with the methods by which federal, state and local governments and other related public and not-for-profit private institutions finance themselves and deliver their services. An analysis is made of the borrowing and taxing capabilities of the several levels of government. Debt and capital sources of funds for the related institutions are also examined. Thereafter, an in-depth examination is made of the traditional and emerging budgetary processes used to plan and select priorities for expenditures. This is followed by a consideration of the financial management of some of the functions performed by these units. Emphasis is on current areas of public concern.

Wolter T. Greoney

Mf 205 Finance Seminar (S; 3)

Prerequisites: Mf 021; Mf 125; Mf 130 and permission of instructor.

This course permits a limited number (15) of senior Finance majors to study some of the modern techniques and more advanced theories of Finance. Each participant will be expected to:

1. Perform extensive research in an area.
2. Present a written report and give an oral presentation of his/her report.
3. Some directed readings may be part of the Seminar.

The subjects covered are determined by the participants in cooperation with the instructor. The grades will be based on the instructor's evaluation of all phases of the Seminar.

George Aragon

Mf 210 Managerial Finance (F, S; 3)

Prerequisites: Mf 021, some Accounting and Economics would be helpful.

This course is designed for the non-finance specialist. It will cover the topics included in Corporation Finance I and II but in less detail. The teaching method will be a combination of lectures and case discussions. (Finance concentrators in the School of Management are not allowed to take this course for credit.)

Poul V. Devlin
Matthew Herz

Mf 222 Corporate Finance (F, S; 3)

Prerequisite: Mf 021

This course is designed to analyze the management of the sources and uses of corporate funds. Topics treated intensively include the management of working capital, capital budgeting, short term financing, long term financing, and dividends. The teaching method will be a combination of lectures, problems, and case discussions.

Ahmod Moufti

Mf 223 Financial Policy (S; 3)

Prerequisites: Mf 021; Mf 125; Mf 222

This course is an extension of the Corporate Financial Management course which emphasized the use of financial theory to formulate financial decisions and financial policies. This course will extend the formulation stage by focusing on three areas. The first will be the integration of the investment, financing and dividend decisions. The second will be the implementation of financial decisions and policies. The third will be the strategic aspects of financial management and policy and the effect that environmental factors have on financial decisions.

Jerry A. Viscione

Mf 230 Financial Management of Multinational Corporations (S; 3)

Prerequisite: Mf 021

The course is designed to teach the students the process of global funds flows and management of funds for a multinational corporation. It deals with the processes of funds transfers and sources and application of funds unique to the operations of a multinational firm. It introduces to the students the international dimensions of financial management in terms of complex factors that enter into financial decision-making on the global scale.

Myo Moun

Mf 299 Individual Directed Study (F, S; 3)

Prerequisites: Permission of the faculty member and the Department Chairperson to a student of senior status in the School of Management.

This is an opportunity for students interested in independent study to engage in a one to one relationship with a faculty member of the Finance Department. This course is only available to the student who has demonstrated (1) an extremely strong interest in some particular area of Finance, and (2) a strong self-motivation and self-discipline in previous studies. It is expected that the student will present the results of research to a faculty group of the Department towards the end of the semester. The permission of the Department chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.

Wolter T. Greoney

Mf 703 Management Information Accounting and Control (MIAC) (F, S; 3)

The purpose of this course is to develop skills in the collection and analysis of business information and to develop some measures of quantitative and qualitative performance of the business firm. The course begins with an introduction to accounting as a means to record and report the activities of a firm. In particular, that portion of a business' expenses which should be reported in a particular period and that which should be deferred to subsequent periods are discussed. The second phase of the course deals with the use of accounting information and its systematic collection for managerial decisions. The final phase deals with procedures and analytical techniques for making individual managerial decisions. The importance of the effect of such decisions on the organization is stressed.

William Horne

John G. Preston

Jerry A. Viscione

Mf 704 Management Information and Finance (S; 3)

Prerequisite: Mf 703 or equivalent

This course deals with the management of funds. Its purpose is to develop in the student skill in using techniques of financial analysis and the application of these skills to funds management. In particular, the estimate of flow of funds and the ability to judge a business' ability to meet its present and future commitments are discussed. The second part of the course deals with sources of short, intermediate, and long-term funds. Alternative means of dealing with particular needs are covered. Several methods of allocating scarce funds to competing opportunities are investigated in some depth. The subject of Valuation of the firm is also discussed. Some in-

roduction is given to Financial Institutions and their role in supplying funds to businesses and non-profit organizations. *William Horne*
Ahmod Moufti
John G. Preston

Mf 801 Investments: The Valuation of Financial Instruments (F; 3)

Prerequisites: Mf 703; Mf 704

In a competitive market investors allocate funds among financial securities in response to perceived values and subjective attitudes toward risk. The course addresses the issues that seem to determine the relative values of financial instruments, and the techniques available to assist the investor in making the risk/return trade-off.

Donold Corleton

Mf 802 Portfolio Theory and Analysis (S; 3)

Prerequisites: Mf 703; Mf 704

This course begins with an introduction to modern theories concerning the functioning of capital markets. The theoretical results are then applied to a wide range of managerial decisions including capital budgeting and investment performance evaluation.

George Arogon

Mf 805 Finance Seminar (S; 3)

Prerequisites: Mf 703, Mf 704, Mf 806 and permission of the instructor

The topics included in the seminar will be determined by the students subject to the approval of the instructor. Each student will be expected to do extensive research in an area, lead the discussion on the topic, and pass in a written report. After the topics have been selected, the instructor will prepare a reading list. Emphasis will be placed on recent contributions to the area. Finally, the instructor will lead the seminar for the first two or three sessions. Topics covered will be some of the more advanced and modern techniques and theories of finance.

John G. Preston

Mf 806 Corporate Financial Management (F; 3)

Prerequisites: Mf 703; Mf 704; Basic Statistics

This course emphasizes the design of optimal programs for the resolution of important problems in financial management. Four main areas are considered: (1) management of working capital, (2) capital budgeting, (3) capital structure management, and (4) dividend policy. Programs are designed with reference to their impact upon the market value of the firm.

George A. Arogon

Ahmod Moufti

Mf 815 Corporate Financial Policy (S; 3)

Prerequisite: Mf 806

This course builds upon the corporate financial management course by more directly taking up implementation issues in financial management. In particular, concern will focus upon the interactive nature of financial policies; the institutional/environmental constraints upon financial decision-makers and the proper timing and sequencing of financial action plans. To serve these objectives, comprehensive case studies in financial management will be employed. As in previous finance courses, students in the financial policy course will also be expected to identify relevant issues, propose workable solutions and develop detailed plans of action to implement solutions.

Jerry A. Viscione

Mf 818 Financial Intermediaries, Markets and Instruments (F; 3)

Prerequisites: Mf 703; Mf 704

This course is designed to teach the students on the advanced level, the nature, roles and functions of financial institutions in the context of funds flows. It deals with the process of financial intermediation and theories of financial markets. The course is set up to treat the development of financial institutions in terms of historical, analytical and quantitative methods.

Myo Moun

Mf 821 Management of Financial Institutions (S; 3)

Prerequisites: Mf 703; Mf 704

This course provides an intensive analysis of the financial management policies and problems of financial institutions. These include commercial banks and other types of banks and such specific non-bank financial intermediaries as insurance companies, pension funds, credit unions, mutual funds, investment banks and commercial credit companies. The course covers the monetary and fiscal framework within which these institutions operate. It is concerned with the problems and decisions of the management of these institutions in the collecting and using of funds. It deals with the financial

strategy and policy concerning risks and profit for determining what is the most effective mix of assets and liabilities.

Coil Chu

Wolter T. Greoney

Mf 824 Public Sector (F; 3)

Prerequisites: Mf 703; Mf 704

The emphasis in this course is upon financial management of the public sector. The course will examine the purposes and scope of governmental spending, concepts and measures of public budgeting, decision-making and implementation facts in budget management, problems and innovations in financial management, and distinctive aspects of financial management in a variety of organizational types.

Wolter T. Greoney

Mf 827 Tax Effects on Managerial Decisions (S; 3)

Prerequisites: Mf 703; Mf 704

The course begins with a discussion of the income, estate and gift taxes that apply to individuals. The focus then shifts to the tax implications of managerial decisions in the areas of organization, marketing, production, and finance. The federal income tax receives primary consideration but state and foreign taxes are also discussed.

Wolter T. Greoney

Mf 830 International Financial Management (S; 3)

Prerequisites: Mf 703; Mf 704; Basic Economics and Statistics

This course will remain essentially the same as in the past and it combines both undergraduate and graduate students. However, the course is now designed to deal with the subject matter with a greater depth and dimension on an analytical and quantitative basis. More advanced topics such as the implications of the New Floating Rates System, the SDR, the Basket Valuation of currencies, Euro-currencies markets, and a host of others will be dealt with more deeply.

Myo Maung

Mf 899 Directed Study (F, S; 3)

Prerequisites: Senior-year status, consent of faculty member and Department Chairperson

The student must develop a topic and basic outline in the area of finance. He or she will investigate this topic thoroughly under the direction of an interested faculty member. The student will prepare a paper that adequately shows his or her findings. This paper may be presented before faculty of the Finance Department. Emphasis is on research methodology and validity of the topic.

Wolter T. Greoney

Management: Honors Program (Mh)

Mh 125 Communications and Conference Management (F; 3)

Prerequisites: Open to School of Management Honors Program sophomores, or by permission of the Director.

This course acquaints the student with public speaking and the operation of meetings. It includes the preparation of speeches to be presented in front of small groups. Closed circuit television is utilized such that each student obtains audience criticism as well as immediate feedback on performance in front of groups. In the conference management section, the student is expected to obtain a basic knowledge of task division, committee assignments and agenda setting.

Doniel McCue

Mh 128 Management Writing Skills (S; 3)

An advanced course in written communication for students who have already mastered the basic skills. The course aims to develop clarity, brevity, and vigor in expression through the writing and editing of letters, memoranda, and reports. Modern examples and practical application will be stressed.

Mh 199 Thesis (F, S; 3)

Open to School of Management Honors Program Seniors, or by permission of the Dean and Director. The honors thesis consists of a project normally done under the direction of a faculty member from the department in which the student has an area of concentration. In general it follows the format of a thesis for which data are collected, analyzed and a substantive report is written. The topic and format of the project are mutually agreed upon by the student, advisor and the Director of the Honors Program.

By arrangement

Mh 891 Thesis I (F, S; 3)

This seminar is for the student who elects to write a thesis in order to meet the requirements for the MBA degree. A thesis candidate enrolls for six hours of credit. During the first term the thesis candidate will meet with the Thesis Program Director and will receive guidance relating to the overall thesis requirement. He or she will then set about to select and develop a suitable problem for thesis research, do preliminary research and prepare a preliminary thesis proposal. Finally, a detailed plan for the final research effort and a workable writing plan are prepared. The primary intention of this first part of the thesis requirement is to prepare the student for an assignment to an appropriate faculty member who will direct the research and writing of the formal thesis.

Richard B. Maffei

Mh 892 Thesis II (F, S; 3)

Upon successful completion of the requirements of Thesis I, the student will register for the additional three credit hours in a subsequent term. In this stage, the student works under the direction of the assigned thesis advisor. All thesis candidates will maintain contact with the Thesis Program Director concerning necessary arrangements for scheduling thesis presentations and for completing thesis requirements.

Richard B. Maffei

Mh 896 Directed Readings (F, S; 3)

Where a student wishes to pursue study in an area not available in regularly scheduled courses, he or she may propose an independent readings project. In such cases, the student must contact a faculty member who has necessary background in the area. Together they will agree on a list of appropriate readings. In some instances, it will be necessary for the student to pursue a literature search as a preliminary step in the preparation of the readings list. When agreement is reached, the faculty member assumes responsibility for directing the readings project and for evaluating results through oral or written examination.

Richard B. Maffei

Mh 898 Directed Research (F, S; 3)

A student may propose to a faculty member an independent research project. In such cases, the student must submit a written proposal to the faculty member and to the Dean. If approved, the student will proceed with the research project under the direction of the faculty member. The project will normally include the proposal, a working plan, a presentation, and a written report. On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors. Assignment of credits (3 or 6 credits) will depend on the scope of the research project and will be determined on the basis of the research proposal.

Richard B. Maffei

Management: Information Systems (Mi)

Mi 802 Management Information Systems (S; 3)

The overall objective of this course is to provide a systematic insight into the problem of identifying an organization's recurring information requirements which facilitate the decision-making process. Particular emphasis will be given to the analysis of problem situations and the designs of attendant information systems necessary to meet these problems. While some attention is given to the technical nature of information processing no extensive previous computing experience is necessary. Instead, efforts will be directed toward managerial measures such as adequacy and cost. As technical issues arise they will be treated via class instruction and supplementary readings.

William J. Horne

Richard B. Maffei

Mi 803 Analysis and Approach to Systems Design (F; 3)

Prerequisite: Mc 707 or equivalent plus some reading knowledge of computer systems.

This course is the first of a two part sequence intended to develop skills in designing information systems. On one level, attention will be focused on MIS from the three following viewpoints: the systems analyst, the data processing manager, and top management with

emphasis upon what each stresses as relevant regarding the needs, objectives, design, implementation, use and control of MIS and its role in decision making. Secondly, emphasis will be placed on the technical analysis and development of information systems as preparation for being able to "do it" not just talk about it intelligently. Topically, the coverage is: the general framework of MIS; hardware; software; operating systems; classical file structures; data base design concepts; evaluation and selection of computers; system performance; analysis; design; on-line systems; and organizational impacts.

William Griffith

Mi 804 Development and Implementation of Management Information Systems (S; 3)

Prerequisite: Mi 803 or permission of instructor.

As a follow-on to the material on systems analysis contained in Mi 803 this course will require the design of a mini-information system. After reviewing both gross and detailed design concepts, the student will become involved (either alone or in groups) in searching out, designing and implementing a management information system. Class time will be devoted both to group project meetings and to an interactive discussion of some of the following topics: system inputs and outputs; project planning; developing the data base; modeling the system; software preparations; testing; evaluating and implementing the system.

William Griffith

Management: Law (Mj)

Mj 021 Law I-Introduction to Law and Legal Process (F, S; 3)

An introduction to law, legal institutions, and the legal environment of business. A study of the United States Constitution, common law, and statutes as sources of law. A study of courts, quasi-courts and administrative agencies as remedial agencies. The substantive law of contracts.

The Department

Mj 022 Law II-Business Law (F, S; 3)

Prerequisite: Mj 021

A study of the substantive law of sales, partnerships, corporations, trusts, commercial paper, bailments and proprietorships.

William B. Hickey

David P. Twomey

Mj 147 Constitutional Law (F, S; 3)

A study of the United States Constitution, the nature of the Court, the history of the Court, the members of the Court, and the role of the Court in shaping social, economic and political policy.

William B. Hickey

Mj 148 International Law (F, S; 3)

The purpose of the course is to provide the student with an understanding of the basic legal relationships among individuals, business enterprises and governments in the world community. The course examines the nature and historical sources of international law, treaties, international organizations including the United Nations and the European Economic Community, and the rights and duties of diplomatic and consular officials.

Alfred E. Sutherland

Mj 151 C.P.A. Law (F, S; 3)

A general review of the law of contracts, negotiable instruments, partnerships, corporations, sales, bailments, wills, trusts and estates, bankruptcy and other matters of particular interest to those who are preparing for C.P.A. examinations.

Susan Cote

Mj 152 Labor Law (F, S; 3)

Introductory considerations pertaining to organized labor in our society. Examination of the processes for establishing collective bargaining, including representation and bargaining status under the National Labor Relations Act. Class discussion of the "leading" cases relevant to the legal controls which are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. Students are required to submit a research paper on a current Labor Law topic.

David P. Twomey

Mj 154 Insurance (F, S; 3)

This course is designed to indicate how insurance is used in modern business and in one's personal life to meet the economic demands made upon the thinking man in our society. One-third of the course

deals with life insurance, one-third in property insurance and one-third in liability insurance. It is taught from the point of view of a potential buyer who is trying to solve a given problem, and who realizes that the answer may lie in insurance, mutual funds, etc.

*Fronk J. Porker, S.J.
Vincent A. Horrington*

Mj 156 Real Estate (F, S; 3)

This course is designed to show the student the opportunities in real estate as an investment, to show how a potential investor should buy, hold and sell real estate and other property. Tax aspects and legal aspects are stressed as well as the "how-to-do-it" approach. It is compared and contrasted with other investments such as mutual funds, dollar-averaging, etc.

*Richard J. Monohon
Fronk J. Porker, S.J.
Vincent A. Horrington*

Mj 161 Law of Business Organizations (F, S; 3)

The course examines the legal aspects of the modern business corporation involving a comparative study of partnerships, trusts, and other unincorporated associations. The course treats of the formation of a corporation, the issuance and transfer of securities, corporate powers, the duties of directors, voting trusts and the impact of SEC and tax legislation.

Alfred E. Sutherland

Mj 625 International Organizations and Multinational Corporations (F; 3)

A study of global interdependence and its political, economic, and social determinants. The operation, successes and deficiencies of the United Nations system will be analyzed with case studies. The role of the multinational corporation will be examined. Also to be examined are: Third World efforts at collective organization; for example, OAU (Organization for African Unity), and governmental sale of raw materials, specifically, OPEC.

Fronk J. Porker, S.J.

Mj 631 African Business Environment (F; 3)

Area of survey of political, economic, physical, legal, cultural, and religious influences which affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined.

Fronk J. Porker, S.J.

Mj 801 Corporation Law I (F, S; 3, 3)

The purpose of the course is to provide the prospective manager with an understanding of the increasingly important legal aspects of a modern corporation. To the furtherance of this objective, the case method is utilized in examining relevant corporation statutes and leading cases. The course includes a legal history of the Corporation, examination of state corporation statutes, particularly Delaware and Massachusetts, the formation of a corporation, corporate liability in tort and contract, voting trusts, duties of the directors, officers and controlling shareholders, subscription shares, preferred stocks and bonds, surplus and reserve requirements, declaration of dividends, mergers, recapitalizations, charter amendments, and impact of Securities & Exchange Commission legislation.

Alfred E. Sutherland

Mj 803 Legal Concepts: Development and Application (F, S; 3)

An overview of legal process in the United States and the legal system in which business operates. The role of Law in relation to managerial tasks of planning and decision-making.

Lourence H. Stone

Mj 811 Legal and Ethical Problems of Business

An examination of criminal and ethical problems of government, business politics and the military. Students will present papers for discussion. A modified case approach based on such cases as the "Salad Oil Scandal", Nixon Income Tax, G.E. Price Fixing, Hoffa Case, Vesco Case, etc.

Fronk J. Porker, S.J.

Mj 856 Real Estate Principles (S; 3)

A detailed examination of theory and practice as it relates to major areas of real estate concentration; e.g., interests in land, title transfer, mortgage financing and law, real estate investment, patterns and priorities in residential housing, federal housing programs, etc. The course purpose is to present the business manager with the necessary background to make an informed judgment in all business decisions relating to real property.

Fronk J. Porker, S.J.

Management: Marketing (Mk)

Mk 021 Basic Marketing (F, S; 3)

This course will present an overview of the full range of activities involved in marketing. Attention will be given to the appraisal and diagnosis, organization and planning, and action and control of all elements of marketing. Specifically, the functions of the product and service mix, distribution mix, communication mix, and pricing mix will be considered.

*Joseph Gortner
John T. Hosenjoeger
Robert D. Hisrich
Roymond Keyes
Joseph D. O'Brien
Michael Peters*

Mk 028 International Business Management (F, S; 3)

Prerequisite: Mk 021

International Business Management is an in-depth analysis of the environment in which international business decisions are made. This is not a functionally oriented course that has its major emphasis in the analysis and solution of specific functional problems. Rather, a major focus of the course is to create sensitivity within the student to the problems and issues created because modern business is conducted in an international environment. A sensitivity to this field of knowledge is useful for students in almost all areas of specialization. One would be hard pressed to identify a major segment of our society that is not affected by the international transfer of men, resources, capital and knowledge. International Business Management calls upon a multiplicity of disciplines to create a broad understanding of the subject matter. Concepts from Economics, Political Science, Anthropology, Sociology and Management are integrated into the course.

Arnold Weinstein

Mk 111 Distribution Channels (S; 3)

Prerequisite: Mk 021

This course is intended to look at the broad subject of distribution. It will view the field of distribution from the economic, functional, institutional and behavioral perspectives. The content here covers the traditional subjects of transportation, logistics, warehousing and system design, along with some of the contemporary issues such as behavioral dimensions, channel management and new methods of distribution. In presentation a balance is kept between theory, applications and analysis.

Mk 112 Social Issues in Marketing (S; 3)

Prerequisite: Mk 021

This course is directed to provide a balanced and well structured treatment of the social issues which face the field of marketing. The social goals and role of marketing are appraised, dealing both with the broad issues and with specific examples and applications. The systems approach to these decision areas is emphasized along with an interdisciplinary view on the application of marketing techniques, both in public agencies and nonprofit institutions. Classic issues such as social efficiency, fair competition, and consumer sovereignty are covered along with the more contemporary issues such as product safety, warranties and service, deceptive selling practices, consumerism, the ghetto consumer, truth in lending, misleading advertising and environment protection problems.

John T. Hosenjoeger

Mk 152 Consumer Behavior (F, S; 3)

Prerequisite: Mk 021

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (1) individual behavioral variables such as motivation, learning, perception, personality and attitudes (2) group influences such as family, culture, social class and reference group behavior and (3) consumer decision processes such as cognitive dissonance, brand loyalty and new product adoption and risk reduction.

Noro Gonim

Mk 153 Retailing (F, S; 3)

Prerequisite: Mk 021

This introductory course is intended for students exploring the possibility of retailing as a career choice. It is suitable as an elective for a School of Management student, whether a marketing major or

180 / Description of Courses

MANAGEMENT: MARKETING

not, and is equally applicable to a non-School of Management student who wishes to gain some insight into the nature, scope and management of retailing. There are no prerequisite courses in marketing, accounting or economics. Concepts from these areas are integrated into the course at a non-technical level. The course covers basic topics in the history, structure and environment of retailing, merchandising, buying, control and accounting, pricing, promotion, organization, management, and retailing as a career. A text, lectures, outside speakers, possibly some programmed learning aids and case materials will provide the basic instructional materials.

Eugene Bronstein

Mk 154 Communication and Promotion (F, S; 3)

Prerequisite: Mk 021

This course deals with the communication function in marketing. It begins with an explanation of the nature of promotion, its role in the marketing mix, the environmental context in which it is carried out, and the behavioral concepts which shape promotional decisions. The second section of the course examines the effects of mass communication and personal communication in influencing attitudes, and the role of communication in the diffusion and adoption of innovations. The third section deals with concepts of market segmentation and the selection of appropriate recipients for promotional efforts. The final part of the course examines the tools of the promotional mix in terms of the conceptual frameworks previously developed. It covers messages, mass media, personal selling, and ancillary promotional materials. The course employs a text, additional readings, lectures, discussions and case material. While this course is primarily focused on the needs of marketing majors, it is suitable as an elective for any School of Management student, and for other students interested in communication and the persuasive process. The fundamental material is as applicable to the needs of non-profit institutions as it is to commercial enterprises.

The Department

Mk 155 Sales Management (S; 3)

Prerequisite: Mk 021

Sales Management: the planning, direction, and control of selling activities, including the recruiting, selection, training, supervision, and compensation of the sales force, establishment of goals and measuring performance; coordinating sales activities with advertising and special forms of promotion and other departments of business; and providing aids for distributors.

Joseph D. O'Brien

Mk 157 Personal Selling (F; 3)

Prerequisite: Mk 021

This course is an introduction to the most significant promotional force of all—personal selling. Both principles and techniques of selling will be covered. Although no magic formulas, recipes, etc., will be provided, it will cover in some detail the programs and practices developed by successful salespersons. This course is suitable for students whose main interest is marketing, for those who train salespersons, and for those who look forward to selling careers with established firms or on their own.

Joseph D. O'Brien

Mk 158 Product Planning and Strategy (S; 3)

Prerequisite: Mk 021

With the growing concern over the success of new products an intense effort is being employed by marketers to establish more effective new product development and management strategies from the point of a new product's conception to its death after a successful life span. Using lectures and case studies this course will focus on the process of conceiving new products, developing an effective organization and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight in new product development across a wide variety of industries.

Michael Peters

Mk 159 Profitable Strategies For Business Franchising

Prerequisite: Mk 021

This is the basic course in Business Franchising wherein readings and discussions will be focused on the broad topic of—What are the basic ingredients in profitable franchise operations? This topic will be viewed from both the franchisor and franchisee's points of view. Specifically, the students will be taught what mistakes should be avoided in franchising and how profitable franchise operations did become successful. In addition to the text, case histories, lectures and class discussions will be used to cover this dynamic form of business enterprise.

John T. Hasenjaeger

Mk 160 Merchandise Management (S; 3)

Prerequisites: Mk 021; Mk 153

This course examines the philosophy, concepts, and techniques underlying the planning and control of sales and inventories in retail stores. Pricing, inventory analysis and the planning and control of sales and inventories in dollars and units will be discussed.

Eugene Bronstein

Mk 205 Quantitative Marketing (S; 3)

Prerequisite: Mk 021

This course will emphasize quantitative approaches to the formulation of marketing problems and the analysis of marketing decisions. Attention will be given to the analysis of marketing data, employing both parametric and non-parametric analytical techniques, and the building and applications of models in marketing decision making.

Robert D. Hisrich

Mk 253 Basic Marketing Research (F, S; 3)

Prerequisite: Mk 021

This course covers the fundamentals of scientific investigation in solving marketing problems. Each step is outlined and carefully presented—from the initial planning and investigation to the final conclusion and recommendation phase. This procedure requires a working knowledge of both quantitative and qualitative analysis and seeks to equip students with the correct methodology for solving marketing problems. This course is for seniors only.

Nora Gonim

John T. Hosenjoeger

Mk 256 Applied Marketing Management (F, S; 3)

Prerequisite: Mk 021

In this course, students are exposed to realistic marketing problems and situations. Case studies and live examples provide the opportunity for marketing concepts and tools to be applied in practice. The point of view taken is that of a marketing manager responsible for planning, analysis, execution and control of a complete marketing program. Within this overall framework of marketing strategy, students are encouraged to apply the analytical approach to problem solving, as the basis for making sound decisions.

Joseph Gortner

Raymond Keyes

Mk 299 Individual Study (F, S; 3)

An individual study course offered by the department requiring permission of the Chairperson.

Mk 705 Management Operations—Marketing (F, S; 3)

Emphasis is placed on familiarizing students with existing analytical techniques useful for marketing decision-making. Applications of these analytical techniques are illustrated for such decision areas as pricing distribution, forecasting, choice of markets, and control problems. Readings from original sources and independent research applying analytical techniques discussed during the semester are required.

Robert D. Hisrich

Raymond Keyes

Arnold Weinstein

Mk 801 Marketing Research (F; 3)

Prerequisite: Mk 705

Marketing research is concerned with the methods and techniques of securing information essential to the efficient solution of marketing problems. Subjects include research design, data collection methods, planning research, sampling, analysis and the applications of research to the task of managing the marketing effort. Actual case projects will be developed in this course.

Robert D. Hisrich

Mk 802 Market Analysis and Models (S; 3)

Prerequisite: Mk 705

This course will concentrate on marketing problems emphasizing quantitative approaches to the analysis of decisions. Attention will be given to analysis of data, techniques of models, and techniques of forecasting. Limited mathematics background is required.

Robert D. Hisrich

Mk 803 Product Planning and Strategy (S; 3)

Prerequisite: Mk 705

Since more concern is being given to developing successful products, this course will cover such areas as the history of successful and unsuccessful new products, product testing, product acceptance or diffusions, and product management. To supplement class discussions and lectures, a project involving the student develop-

ment of a full marketing plan for an actual new product will be utilized to enable students to see the practical implications and problems of new product development.

Michael Peters

Mk 804 Consumer Behavior (F; 3)

Prerequisite: Mk 704

This course is designed to give attention to the need for understanding and explaining the consumer decision-making process. The objectives in meeting the needs of both practitioners and theorists will be to: (1) explore and evaluate an extensive body of research evidence from marketing and the behavioral sciences; (2) to advance generalizations or propositions from this evidence; (3) to assess the marketing implications of the various processes and facets of consumer motivation and behavior; and (4) to pinpoint areas where research is lacking.

Michael Peters

Mk 805 Marketing Cases (F; 3)

The case study method of teaching attempts to simulate the real-world environment in which managers must make decisions. The cases used in this course are all real—based on problems and events that actually took place. The student is cast in the role of decision maker; required to gain a firm grasp of the facts of a situation, use judgment in separating relevant information from the total data presented, propose alternative courses of action, and recognize the problems involved in implementing the decisions made. He or she is often required to assess the judgments and opinions expressed by people in a case. Cases do not teach clear-cut solutions; rather, they develop skill in the process of problem solving. This course will use a series of cases, supplemented by a variety of relevant readings from recent marketing literature. It is open as an elective to all students who have taken Mk 705. Students who have had basic marketing courses (1 year) and/or marketing experience may request permission to take this course in place of Mk 705.

The Department

Mk 806 Sales Management (S; 3)

Prerequisite: Mk 705

This course will cover the planning, direction and control of selling activities including the recruiting, selection, training, supervision, and compensation of the sales force; establishment of quotas; measuring sales performance; coordinating sales activities with advertising and with other departments of the business. Both theory and case materials will be introduced in this course.

The Department

Mk 808 Marketing Communication and Promotional Strategy (S; 3)

Prerequisite: Mk 705

This course deals with promotion, the communication process in marketing. It is concerned with the major promotional tools, namely advertising, personal selling, sales promotion, public relations and publicity, in terms of their roles in the marketing mix, and it examines the complex of managerial decisions involved in employing the various promotion elements. The focus is on understanding the communication process and applying communication tools in a marketing context.

The course begins with the nature and functioning of the promotion mix elements. It proceeds to examine the communication process, the effects (or non-effects) of mass and personal communication, and the complex interaction of audience, message, source and medium in producing a given result.

The second half of the course focuses on the promotion campaign from a managerial viewpoint. Topics covered include campaign strategy formulation, budget allocation, message platform evaluation, media choices, and the measurement problems involved in assessing campaign results. The role of advertising agency and problems in agency selection and use are also discussed.

Arnold Weinstein

Mk 809 Channel Strategy (F; 3)

Prerequisite: Mk 705

This course is designed for graduate students with a career interest in consumer goods, marketing and for those considering a career in retailing or wholesaling. It will examine various marketing strategies which particular retailers and wholesalers may pursue. The course also aims to show the interrelationship between the marketing strategies of the distributors and manufacturers from whom they buy. Background reading and cases focus mainly on problems of a varied group of retailers such as department and speciality stores;

discount department stores; and supermarkets. A special and intense view of our physical distribution system will be made.

Eugene Bronstein

Management: International Management (Mm)

Mm 808 Managing the International Firm (F; 3)

Managing the International Firm is an introductory level graduate course designed for the student who wants an introduction into the world of international business. The primary focus of the course will be the problems faced by a firm operating in an international environment. The first part of the course will look at the environmental issues that impact an international business firm. Later parts of the course will look at the functional areas of international management.

Arnold Weinstein

Mathematics (Mt)

Mt 002-003 Introduction to College Mathematics I, II (F, S; 3, 3)

These courses are intended as preparation for calculus courses. Topics generally include real numbers, linear equations, quadratic equations, coordinate geometry and trigonometry. Enrollment is restricted to students whose high school background is deficient. Permission to enroll is required.

Mt 004-005 Introduction to Finite Mathematics I, II (F, S; 3, 3)

This course sequence is for students in the humanities, social sciences, and the School of Education. The objective is to expose the student to mathematical ways of thinking and to the relation of mathematics to real world problems. Topics include elementary logic, set theory, finite probability theory, vectors and matrices, and game theory.

Mt 006-007 Ideas in Mathematics I, II (F, S; 3, 3)

This course sequence is for students in the humanities, social sciences and the School of Education. It is designed to introduce the student to the spirit of mathematics, its beauty and vitality, and to challenge him or her to do mathematics. Topics vary, but may be chosen from elementary number theory, geometry, and graph theory.

Mt 008 Computers, Man and Society (F; 3)

This course is for students in the humanities and social sciences. In this course the student will learn elementary programming using the BASIC language in the interactive mode. Through use of the language the student will be led to an appreciation of the power and versatility of the computer. Beyond learning the use of the language, stress will also be placed on the general problem solving aspects of programming. In addition several of the programming problems worked on will be used to introduce some of the societal and philosophical questions raised by the computer.

Mt 014-015 Analytic Geometry and Calculus I, II (F, S; 3, 3)

This course sequence is for students in the humanities, the social sciences and the School of Education. It includes a discussion of standard topics in differential calculus. The treatment of the derivative includes the differentiation of algebraic and transcendental functions along with applications. The study of the integral includes a brief survey of methods of integration together with applications. A short discussion of analytic geometry is included where required. The approach is informal and concrete rather than rigorous and theoretical.

Mt 060-061 Introduction to Computer Programming (F, S; 1, 1)

This course or the equivalent is required of all mathematics majors and is usually taken in the freshman year. The course provides an introduction to programming techniques and the language BASIC. In the first semester, the emphasis is on the development of programming skills and the learning of the language. In the second semester, the use of the computer in solving number theory and calculus problems is demonstrated. Topics such as simulation, curve plotting, and files are treated as time permits.

182 / Description of Courses

MATHEMATICS

Mt 072-073 Mathematics for Management Sciences I, II (F, S; 3, 3)

This course sequence is for students in the School of Management who have an average background in mathematics. Topics covered include an elementary treatment of analytic geometry, the differential and integral calculus, matrix algebra, and probability.

Mt 090-091 Mathematics for Elementary Teachers I, II (F, S; 3, 3)

This course is intended to provide an adequate background for teaching the basic concepts covered in the elementary mathematics curriculum. Emphasis is on content although ideas and activities to promote a better understanding of and appreciation for mathematics will be presented. Topics to be covered include the real number system, set theory and mathematical structure, functions and graphing, elements of probability and statistics.

Mt 100-101 Calculus I, II (F, S; 3, 3)

This course is primarily for students majoring in a natural science or economics and those in the premedical program. It is a course in the calculus of functions of one variable. Topics covered include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications.

Mt 100-101 Calculus I, II/Accelerated (F, S; 3, 3)

This course is an accelerated version of Calculus I, II, designed for students who have had some previous exposure to calculus. Topics include those listed for Calculus I, II, with some added material usually considered optional, and some more challenging applications.

Mt 102-103 Introductory Analysis I, II (F, S; 4, 4)

This course sequence is for students majoring in Mathematics. Topics covered include a treatment of the algebraic properties of the real number system, functions, analytic geometry of the line and the conic sections, limits and derivatives, the analytic properties of the real number system, integration, and applications of the derivative and integral.

Mt 112-113 Introductory Analysis (Honors) I, II (F, S; 4, 4)

Enrollment in these courses is limited to students who have demonstrated an unusually high aptitude and achievement in Mathematics. Topics covered include the algebraic properties of the real number system, a brief treatment of analytic geometry, limits and the analytic properties of the real number system, properties of continuous functions, differentiation, integration, elementary functions, and applications of the differential and integral calculus.

Mt 174-175 Calculus for Management Sciences I, II (F, S; 3, 3)

This course sequence is for students in the School of Management who have taken Mt 072-073 or have a good background in high school mathematics. Topics covered include the analytic geometry of algebraic, logarithmic, and exponential functions, differentiation and integration of such functions, the solution of elementary differential equations, and applications of each of these topics to business and economics.

The Department

Mt 200-201 Intermediate Calculus I, II (F, S; 3, 3)

Prerequisite: Mt 100-101

This course sequence is a continuation of Mt 100-101. Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, an introduction to differential equations, and infinite series, including power series.

The Department

Mt 202-203 Multivariable Calculus I, II (F, S; 3, 3)

Prerequisite: Mt 102-103

In this course the differential and integral calculus of functions of one variable is generalized to vector valued functions of several variables. The course begins with vector algebra and higher dimensional analytic geometry. The main topics are: the differential calculus of curves in \mathbb{R}^n , potential functions and vector fields; multiple integration; and an introduction to differential equations.

Mt 212-213 Multivariable Calculus (Honors) I, II (F, S; 3, 3)

Prerequisite: Mt 112-113

Enrollment in these courses is limited to those students whose work in Mt 113 has been of honors quality. Topics covered include vector valued functions including some elementary differential geometry of curves and surfaces, multiple integrals, and an introduction to differential equations.

Mt 214 Introduction to Multivariable Calculus (F; 3)

The objective of this course is to introduce the student to the elements of the calculus of functions of several variables. This course is designed primarily for students of the social and managerial sciences and should be considered as an elective for those students who have had two semesters of elementary calculus, such as, Mt 014-015 and Mt 174-175. The approach will be for the most part nontheoretical with emphasis on applications that are relevant to the social and managerial sciences. Topics covered include functions of several variables, three-dimensional coordinate geometry, partial derivatives, max/min problems, Lagrange multipliers.

Mt 215 Elementary Linear Algebra (S; 3)

This course is designed to satisfy the needs of students wanting an elementary introduction to matrix theory and linear algebra. This includes students in the natural sciences, social sciences, and the School of Management. Topics include matrices, vector spaces, determinants, linear equations and applications. There are no prerequisites although some college level mathematics is desirable.

Mt 216-217 Introduction to Linear Algebra I, II (F, S; 3, 3)

This course is designed to develop the student's ability to do abstract mathematics as well as learn the basic notions of linear algebra. Topics covered include systems of linear equations, vector spaces, linear transformations, matrices, determinants, eigenvalues and inner product spaces. There will be applications to Markov chains and differential equations as time permits.

Mt 220 Introduction to Statistics (F, S; 3)

Prerequisite: High School Algebra

Aimed primarily at the needs of psychology, sociology, nursing, and other non-physical-science students, this course will cover the basic statistical measures in general use and give the student enough understanding of the statistical approach and the basic methods to permit him or her to understand the professional papers in his or her field. The approach will as much as possible be the "problem-solving approach"; "Given this data, what does it mean? Given this hypothesis, how would you go about testing it?"

Mt 290 Number Theory for Elementary Teachers (F; 3)

Prerequisite: Mt 090-091

This course is intended to focus on a wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in the elementary school. The course will also provide a foundation for the prospective teacher in working with induction, the division and Euclidean algorithms, prime factorization, prime number facts and conjectures, modular arithmetic and mathematical art.

Mt 291 Geometry for Elementary Teachers (S; 3)

Prerequisite: Mt 090-091

This course is intended to fill a basic need of all elementary teachers. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered in depth include the square and triangular geoboards, motion geometry, and their relation to the standard Euclidean geometry.

Mt 300-301 Advanced Calculus (Science Majors) I, II (F, S; 3, 3)

Prerequisite: Mt 201

This course sequence is designed for majors in Biology, Chemistry, Geology, and Physics. Topics include: sequences and series, power series solutions of differential equations, special functions, elementary partial differential equations, Fourier series. Applications are emphasized and other topics are added as time permits.

Mt 302-303 Advanced Calculus I, II (F, S; 3, 3)

Prerequisite: Mt 203 or Mt 213

The first semester is designed to develop an understanding of, and facility in working with infinite sequences and series, uniform convergence and power series. In the second semester, students will see some advanced applications of the standard topics of analysis. Topics will include series solutions of differential equations, Fourier series, special functions and other topics as time permits.

Mt 312-313 Mathematical Analysis (Honors) I, II (F, S; 3, 3)

Prerequisite: Mt 213

Enrollment is restricted to those students whose work has been of honors quality. The content of these courses is similar to that of Mt 302-303.

Mt 316-317 Introduction to Linear Algebra (Honors) I, II (F, S; 3, 3)

Enrollment is restricted to those students whose work has been of honors quality. The content of these courses is similar to that of Mt 216-217.

Mt 390 Introduction to Computer Programming (S; 3)

This course consists of an introduction to programming using PL/1. It is intended as a first course in computer languages for the student with no prior background in math or computers.

Mt 404 Calculus of Finite Differences (F; 3)

Prerequisite: Calculus

This is a course in the calculus of finite differences. Topics covered include symbolic operations, interpolation formulae and techniques, finite differentiation and integration, summation of series, and elementary equations.

Mt 405 Actuarial Mathematics (S; 3)

The contents of this course emphasize, for the most part, problem-solving techniques in the non-calculus areas of mathematics and should be of special interest to those preparing for careers as actuaries. Topics covered include complex numbers, elementary sequences and series, and elementary theory of equations.

Mt 410 Differential Equations (F; 3)

Prerequisite: Linear Algebra and Mt 203

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be: first order linear equations, second order linear equations, general n th order equations with constant coefficients, series solutions, special functions.

Mt 412-412 Computer Science I, II (F, S; 3, 3)

Prerequisite: elementary calculus, linear algebra, and either Mt 460, Mt 390, or Mc 350

In this course methods of solving a wide variety of problems by computer are considered. These methods involve mathematical and combinatorial structures such as sets, strings, lists, matrices, trees, and graphs. In the analysis and evaluation of the relative merits of various methods use is made of mathematical induction, recursion, inductive proofs of algorithm correctness, and asymptotic estimates of efficiency. One or two other topics from the following list will be considered: (1) symbolic mathematics by computer, (2) the nonexistence of algorithms for certain tasks, (3) data encryption and transmission: a mathematical point of view, (4) probabilistic computational models, (5) algorithms for numerical calculus and linear algebra. There will be regular problem-solving assignments. Sound problem analysis and program design will be emphasized.

Mt 414 Numerical Analysis (S; 3)

Prerequisite: Mt 201 or Mt 203

Topics include the solution of linear and non-linear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

Mt 420 Probability and Statistics (S; 3)

Prerequisite: Mt 201 or Mt 203

This course is introductory but assumes a calculus background. It is open to any mathematics or science major who has not taken Mt 426. Its purpose is to provide an overview of the basic concepts of probability and statistics and their applications. Topics include probability functions over discrete and continuous sample spaces, independence and conditional probabilities, random variables and their distributions, sampling theory, the central limit theorem, expectation, confidence intervals and estimation, hypothesis testing.

Mt 426 Probability (F; 3)

Prerequisite: Mt 203

A general introduction to modern probability theory. Topics studied include probability spaces, distributions of functions of random variables, weak law of large numbers, central limit theorems and conditional distributions.

Mt 427 Mathematical Statistics (S; 3)

Prerequisite: Mt 426

Topics studied include: sampling distributions, introduction to decision theory, parametric point and interval estimation, hypothesis testing and introduction to Bayesian statistics.

Mt 430 Introduction to Number Theory (S; 3)

Prerequisite: Mt 216-217

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and also to provide examples useful in the secondary school curriculum.

Mt 435 Mathematical Programming I-Linear Programming & Game Theory (F; 3)

An introduction to the theory, techniques, and applications of Linear Programming & Game Theory. Topics studied from Linear Programming include a general discussion of linear optimization models, the theory and development of the simplex technique, degeneracy, and duality. Other topics in programming such as integer programming, problems with bounded variables, and sensitivity analysis are also considered. Topics studied from Game Theory include utility theory, two-person zero-sum games, the concept of a solution, the relationship to Linear Programming and the Fundamental Theorem of Game Theory, and two-person, non-zero-sum and n -person games. This course and its sequel, Mt 436, are designed to demonstrate how mathematical theory can be developed and applied to solve problems from business, economics and the social sciences.

Mt 436 Mathematical Programming II-Network Flow and Dynamic Programming (S; 3)

Prerequisite: Mt 435

Topics studied in network flow problems include the max-flow, min-cut Theorem, the simple and general assignment problems, and the transportation and transshipment problems. The general approach of dynamic programming is demonstrated by means of examples drawn from business and economics, and the theory of the limiting behavior of models with unbounded horizon is developed. Both deterministic and stochastic models are discussed, with the stochastic models providing an introduction to Markov Chain Theory.

Mt 440-441 Topology I, II (F, S; 3, 3)

This course is a first course in topology for both undergraduate and graduate students. Topology is the study of geometric phenomena of a very general sort, and as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The subject will be presented in a self-contained and rigorous fashion with stress on the underlying geometric insights. The content of the second semester varies from year to year. In general it will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology.

Mt 445 Introduction to Combinatorics (S; 3)

This course is concerned with problems of arrangement and enumeration. Such problems have long been associated with recreational mathematics but they now are of increasing importance in applications. The topics covered in this course are useful in the solution of this class of problems; they include permutations, combinations, the pigeonhole principle, the inclusion-exclusion principle, recurrence relations, and generation functions.

Mt 451 Modern Geometry in Perspective (F; 3)

Prerequisite: Multivariable Calculus or permission of the instructor
An introductory survey of modern geometry. The course traces the evolution of geometric ideas up to the twentieth century, and considers how geometric thought both influenced and was influenced by man's conception of the physical universe. Emphasis will be placed on foundations of Euclidean geometry, the discovery and significance of non-Euclidean geometries, and the theory of relativity as a geometric theory of space and time.

Topics will be selected from among the following: ancient geometry and cosmology, Euclid's Elements, the axiomatic method, history of the parallel postulate, Lobachevskian geometry, models, geometry

184 / Description of Courses

MUSIC

and physical space, surfaces and the concept of curvature, special relativity (the geometry of flat spacetime), general relativity (the geometry of curved spacetime), and the geometric structure of the universe.

Mt 460 Computer Programming and Mathematical Analysis (F; 3)

Prerequisite: Mt 102-103 or an equivalent.

This course consists of an introduction to computer programming using PL/1. Examples to be programmed will be drawn from the calculus, linear algebra, statistics, etc. Each student will be expected to select and complete a project in some area of mathematics.

Mt 699 Reading (F, S; 3)

This course is open to a student only on the recommendation of some member of the faculty and with the approval of the Chairperson or Assistant Chairperson. The student will work independently in some advanced or special area of mathematics under the guidance of a faculty member.

Mt 802-803 Analysis I, II (F, S; 3, 3)

The primary purpose of this course is to emphasize the basic ideas and results of calculus. A secondary objective is to provide an introduction to abstract analysis. The course starts with an axiomatic introduction of the real number system with emphasis on the completeness property; convergence and continuity are studied in the context of a metric space; theoretical aspects of differentiation and integration are treated carefully.

Mt 812-813 Functions of Real Variables I, II (F, S; 3, 3)

Prerequisite: Mt 802-803 or the equivalent.

Metric spaces. Lebesgue integration, absolute continuity and differentiation of functions of bounded variation. Basic results in functional analysis.

Mt 814-815 Theory of Functions of a Complex Variable I, II (F, S; 3, 3)

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

Mt 816-817 Modern Algebra I, II (F, S; 3, 3)

Prerequisite: An introductory course in modern or linear algebra. This course will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions and possibly Galois theory.

Mt 818-819 Abstract Algebra (F, S; 3, 3)

Prerequisite: Mt 316-317 or the equivalent.

Groups, rings and modules. Homomorphism theorems, chain conditions, semisimplicity. Basic commutative algebra and ideal theory. Field extensions and Galois theory. Other topics as time permits.

Mt 860 Mathematical Logic (F; 3)

The propositional calculus. First order theories. Gödel's completeness theorem. First order arithmetic. Gödel's incompleteness theorem.

Mt 861 Foundations of Mathematics (S; 3)

Prerequisite: An introductory course in mathematical logic or the consent of the Instructor.

Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory.

Mt 899 Reading and Research (F, S; 3, 3)

By arrangement The Department

Mt 900 Thesis Seminar (F, S; 3, 3)

Problems of research and thesis guidance, supplemented by individual conferences.
By arrangement The Department

Mt 901 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.
By arrangement The Department

Mt 902-903 Seminar (F, S; 0, 0)

This is a non-credit course which is required for all candidates for the M.A. degree who do not take Mt 900.

By arrangement

The Department

Mathematics Institute (Mt)

Mt 782-783 NSF Motion Geometry (F, S; 0, 3)

This course will develop a modern approach to the treatment of geometry in the elementary grades. It will combine content with recommended laboratory activities. Teacher participants will be expected to experiment with course materials in their classrooms.

Stanley J. Bezusko, S.J.

Margaret J. Kenney

Mt 790 NSF Seminar (F, S; 3)

This course is intended to create interest and stimulate the student in several areas of mathematics. The main objective here is to assist each student in selecting and developing a topic for his/her major paper.

Stanley J. Bezusko, S.J.

Margaret J. Kenney

Music (Mu)

Mu 059 Music in Western Civilization (F; 3)

A general introduction from Gregorian Chant to Stravinsky.

C. Alexander Peloquin

Mu 060 Survey of the History of Western Music (F, S; 3)

A comprehensive one-semester foundation course in Western music from the ninth century to the present; examination of major musical forms, styles and ideas as utilized by the great composers.

Olgo Stone

Mu 068 Basic Piano (F, S; 3)

Students will learn to read F and G clefs, to understand the significance of time, meter, rhythm, tempo. The student will prepare to play 4-part harmony at the piano.

Not offered 1979-80

The Department

Mu 070 Music Theory I (F, S; 3)

Prerequisite: Mu 068

Development of musicianship through listening and keyboard problems. Chord grammar developed through harmonization of melodies and figured basses. Introduction to systematic study of form.

Hugo Norden

Mu 071 Music Theory II (S; 3)

Prerequisite: Mu 070

Intermediate level work in structural hearing and applied keyboard harmony; beginning work in score reading. Introduction to instrumentation, properties of wind and brass instruments. Formal and compositional idioms of the late Baroque.

Hugo Norden

Mu 072 Music Theory III (S; 3)

Prerequisite: Mu 070 and Mu 071

Diatonic and chromatic harmony, form and analysis.

To Be Announced

Mu 073 Counterpoint I (S; 3)

Strict counterpoint in two, three and four parts. The five species approach. Imitation and double counterpoint.

Not offered 1979-80

Hugo Norden

Mu 074 Instrumentation I (F; 3)

The study of the instruments of the symphony orchestra, its character, timbre, range, ability to read an orchestral score, transpose and write instrumental music.

Hugo Norden

Mu 161 Music and the Theatre (S; 3)

From Monteverdi's Orfeo to the super romantic music dramas of Wagner; from Carl Orff's Corno Burono to West Side Story of Bernstein.

C. Alexander Peloquin

Mu 162 Modern Music (F; 3)

From Erik Satie and Debussy to Copland and Bernstein, masters of Europe and the Americas—a full spectrum of the sounds of the 20th Century.

C. Alexander Peloquin

Mu 163 Music in the Americas (S; 3)

From Billings, Ives, Gershwin, Ellington, Copland to Chavez and Villa-Lobos—modern romantics, iconoclasts and liberals of the United States, Mexico, and South America. C. Alexander Peloquin

Mu 165 Beethoven (F; 3)

All the symphonies. Representative sonatas and quartets from the three major periods, covered in general listening.

John R. Willis, S.J.

Mu 170 Brahms (S; 3)

His life and works.

Not offered 1979–80

John R. Willis, S.J.

Mu 171 Wagner (S; 3)

His life and works.

John R. Willis, S.J.

Mu 172 Music of the Baroque (F; 3)

Music in the 17th and 1st half of the 18th centuries; from Monteverdi and Schütz to Bach and Händel. Rise of new forms and growth of instrumental music; opera, oratorio, cantata, trio-sonata, solo sonata, concerto, concerto grosso, the aria, the dance suite, the fugue.

Not offered 1979–80

Olga Stone

Mu 173 Keyboard Music (F; 3)

A comprehensive survey of keyboard music from the Baroque, Classical, Romantic and Contemporary periods including Mozart, Beethoven, Chopin, Debussy and others.

Not offered in 1979–80

Olga Stone

Mu 174 Music of the Classical Period (F; 3)

The formulation of the classic principles of construction by Joseph Haydn with reference to contributions of C.P.E. Bach and the Mannheim School. The fulfillment of the classical ideal in the works of Mozart and Beethoven.

Olga Stone

Mu 175 The Music of Beethoven (F; 3)

A thorough examination of the nine symphonies including analysis, form, and style with reference to Beethoven's related works within each of the three periods.

Not offered 1979–80

Olga Stone

Mu 176 Brahms, Wagner and the Romantics (S; 3)

Changing concepts of the symphony after Beethoven; the Romantics' approach to form. Study of the major symphonies, instrumental and chamber works including Berlioz, Chopin, Schubert, Schumann, Dvorak, Bruckner and others.

Olga Stone

Mu 178 The Impressionist School (S; 3)

Music of the twentieth century. Study of stylistic changes in orchestral, instrumental, and chamber music from Debussy to Stravinsky.

Olga Stone

Mu 183–184 Piano Performance (F, S; 3, 3)

Private Piano lessons. Tutorial fee of \$290 per semester. One hour per week by Musician in Residence for selected students.

By arrangement

Olga Stone

Mu 299 Reading and Research (F, S; 3)

Supervised reading within specific areas, for the solution and expansion of individual projects. This course may be taken only with permission of the Director.

By arrangement

Olga Stone

Mu 303 Bach and Beethoven . . . The Titans (F; 3)

Perusal of the ideals of the Baroque through the works of its greatest master and comparison with ideals of classical Romanticism as developed by Beethoven. Examination of form and style through major works of each.

Olga Stone

Nursing (Nu)

Nu 057 Seminar on Professional Expansion and Educational Direction (F, S; 1)

The seminars are constructed to explore systematically perceptions, thoughts, and feelings about nursing and professional goal attainment through education. It explores the series of interactions in

which the R.N. student will engage and the resultant influence on self-concept and role-identity. Skills, process, and outcomes of expanding professional awareness will be stressed.

Nu 063 Nutrition (F, S; 3)*

This course provides in-depth introduction to the principles of nutrition for the student with or without a science background. Contemporary nutrition issues such as diet and heart disease, alternative diets, environmental and consumer problems, obesity, hunger, and malnutrition are considered.

*This course may not be taken for credit by nursing students.

Offered at the discretion of the School of Nursing.

Patricia Harrington

Nu 070 Scope of Human Development (F; 3)

Prerequisites: All required freshman courses.

This course surveys major theories of human growth and development of individuals. Physical, cognitive, and language development are emphasized. Theories are tested with direct observations as well as readings and discussions.

Nu 071 Scope of Human Development (S; 3)

Continuation of Nu 070. This course surveys major theories of growth and development of the individual in social interaction. Family development and influence are emphasized. Attention is given to community resources. Nursing implications are illustrated.

Nu 080 Pathophysiology (F, S; 3)

Prerequisites: Bi 130, 131, 132, 133; Ch 101, 102, 103, 104

This course presents an integrated approach to human disease. It deals with underlying concepts of physiological function and the symptoms of dysfunction which indicates alterations in the controlling mechanisms of the body. The course is designed to provide the student with an understanding of the basic processes of pathogenesis and their interrelationships. The concepts presented will enable the student to view disease as a dynamic state resulting from a number of causative factors.

Nu 130 Primary Preventive Intervention (F, S; 8)

Prerequisites: Nu 070, 080

The study of nursing at that level of health promotion which focuses on the maintenance of optimal functioning of individuals and groups at all developmental stages. Emphasis will be on the knowledge and skills needed to discriminate health from illness, to recognize those behaviors indicative of potential illness, and to collaborate in assisting the client to maintain optimal health. This course is to be taken concurrently with Nu 134.

Nu 134 Nursing Methodology (F, S; 4)

Prerequisites: Nu 070, 080

This course introduces the student to the nursing process, communication theory and knowledge necessary for assessing the functional ability of each body system for the well person. A weekly two-hour laboratory experience on campus facilitates the learning experience.

Nu 200–204 Secondary Preventive Intervention I, II (F, S; 9, 9)

Prerequisites: Nu 130, 134

The study of nursing at that level of health promotion which focuses on the restoration of health and limitation of disability with clients having an acute illness at all developmental levels. Through the utilization of the nursing process, the student will facilitate the client's adaptation to the stress of illness.

Nu 207 Issues and Strategies in Professional Nursing (F, S; 3)

Prerequisite: Nu 204

This course will provide the student with the opportunity to integrate previous and concurrent knowledge about nursing care, nursing as a profession, the health care system, society's needs and approaches to effective change. Past and present aspects of these are considered as a basis for viewing the future. This course will also focus on the transition from the student to practitioner role.

Laurel Eisenhauer

Nu 214 Introduction to Research (F, S; 3)

This course provides an introduction to the basic principles of research theory and methodology, with the goal of more clearly understanding the research process. A computer laboratory experience will be provided as well as research exercises in preparation for the senior research project.

Nu 220 Tertiary Preventive Intervention (F, S; 6)

Prerequisites: Nu 200, 204

The study of nursing at that level of health promotion which assists the clients in maintenance of optimal health within their system of limitation. Emphasis will be on the development of knowledge, skills, and attitudes needed to assess the functional potential of individuals and groups at all developmental stages and to negotiate in restoring the client to optimal health function.

Nu 224 Advanced Nursing: Clinical Research Practicum (F, S; 6)

Prerequisites: Nu 204, 214

This course provides students with an opportunity to select an area of interest in which to expand their knowledge and refine their skills in a particular phase of clinical practice. The theoretical aspects of the course focus on advanced concepts from all levels of nursing intervention. Students utilize the research process to investigate a selected facet of nursing in their clinical specialty.

Nu 299 Readings and Research: Independent Study (F, S; 1-3)

Prerequisites: Senior nursing student, GPA 3.0 or above, permission of faculty member and undergraduate curriculum committee.

Opportunity for eligible students to pursue an area of interest in nursing under direction of an individual faculty member. Proposals must be submitted to faculty member at least one week before the registration for the semester in which the study will be undertaken. The guidelines and protocol for independent study that must be followed are available in the Office of the Dean.

Nu 301 Cultural Diversity in Health and Illness (F, S; 3)

Prerequisites: Senior nursing student or consent of instructor.

The purpose of this course is to bring the student into a direct interface between the minority (Black, Chicano, Puerto Rican, and Indian) consumer and the American Health Care Delivery System. The course content will include discussion of the following topics: the perception of health and illness among health care providers and minority consumers; the cultural and institutional factors that affect their (the consumer) access to and use of health care resources; their health care practices; their ways of coping with illness and related problems; and the manner in which they and their problems have been depicted in the literature (e.g., the works of Lewis, Kiev, Clark . . .) and its implications.

Offered at the discretion of the School of Nursing. Rochel Spector

Nu 320 Victimology (F, S; 3)

The course concerns itself with the situational problems of victims, with special attention given to rape victims. Case material relevant to the emotional, physical, social and legal aspects of assault will form the basis of the lecture and seminar material. Emphasis will be on the assessment, diagnosis, and management of the crisis situation and specific counseling techniques useful in victim counseling.

Offered at the discretion of the School of Nursing. Ann W. Burgess

Nu 324 Introduction to Psychopharmacology

(F, S, Intercession; 3)

A guided T.V. lecture series designed to introduce students to the basic questions related to the study of drugs and their influence on human behavior. The lectures televised are presented by outstanding researchers in the area of drugs and behavior. An instructor will provide guidance in the interpretation of the lectures and direction in the readings. The series is designed to provide basic knowledge about drugs to students of human behavior who are interested in the pharmacological approaches to modify human behavior. Strong emphasis is placed on the present clinical use of drugs in the area of psychiatric disturbances.

Open to all graduate students, senior nursing students, and behavioral science majors with permission of the instructor.

Carol Hortmon
Miriom-Coyle Wordle

Nu 330 The Pharmacologic Basis of Patient Care (F, S; 3)

Prerequisite: Senior nursing student or consent of instructor.

The course focuses on increased understanding of the physiological, psychological, and the sociocultural effects of the major classifications of drug therapy and the implications for patient care. The major drug classifications are discussed and correlated with the more common patient/client problems.

Nu 700 Advanced Theory in Community Health Nursing I (F; 3)

The course explores theories, concepts, and research findings un-

derlying the practice of Community Health Nursing in a dynamic, changing health care system. The community as an interrelated system is used as the client for assessment of health needs. Emphasis is given to the health status of populations in identifying high-risk groups.

Elizabeth Doly

Nu 701 Advanced Practicum in Community Health Nursing I (F; 3)

The focus of this practicum is the application of the theories and concepts underlying the practice of Community Health Nursing. The student demonstrates skills in identifying health needs of a community and a population at-risk. A weekly seminar integrates theoretical and clinical content.

The Department

Nu 702 Advanced Theory in Community Health Nursing II (S; 3)

The course focuses on analysis of theories and concepts underlying the organization and management of Community Health Nursing services and its impact on health care delivery. Emphasis is on the nurse/manager's role in decision-making, planning, and control of nursing service. Consideration is also given to research findings pertinent to nursing service.

To Be Announced

Nu 703 Advanced Practicum in Community Health Nursing II (S; 3)

Prerequisite: Nu 701

The focus of Practicum II is a continuation of Practicum I. Emphasis is on program planning and implementation. Students, faculty, and agency personnel contribute to problem identification, role analysis, priority setting, and an evaluation base to determine feasibility of student projects. A weekly seminar integrates theoretical and clinical content.

The Department

Nu 704 Advanced Theory in Community Health Nursing III (I; 3)

Theoretical aspects of the course will focus on evaluative concepts, methods, and strategies. Emphasis is given to the impact of nursing services on the health care delivery system.

The Department

Nu 705 Community Health Science (S; 3)

This course will focus on contemporary patterns of health care delivery in terms of various concepts of quality assurance. Attention will be given to programs and proposals for the provision of health care in the United States with comparisons drawn with other countries.

Elizabeth Doly

Nu 706 Advanced Practicum in Community Health Nursing III (I; 3)

Prerequisite: Nu 703

Practicum III provides opportunity for the application of evaluative concepts, methods, and strategies. A weekly seminar integrates theoretical and clinical content.

The Department

Nu 708 Curriculum and Teaching in Community Health Nursing (F; 3)

This course explores the role and responsibility of the teacher in academic settings and clinical agencies. Emphasis is given to theoretical concepts related to the learner and the learning process.

To Be Announced

Nu 709 Methods in Teaching Community Health Nursing (S; 3)

Prerequisite: Nu 708

This course provides an opportunity for the student to work closely with a preceptor in an agency or school in the teaching role. Experiences include, for example, planning, implementation and evaluation of educational programs, supervision of students in the clinical setting, and teaching in a seminar session. A weekly seminar integrates theoretical and clinical content.

To Be Announced

Nu 711 Evaluation of Teacher Effectiveness (I; 3)

Prerequisite: Nu 709

In a seminar setting students will have an opportunity to further explore the teaching role and evaluate various methods of determining teacher effectiveness.

To Be Announced

Nu 740-741 Theory in Maternal and Child Health Nursing (F, S; 3, 3)

This course has three major sections of content. Section 1 includes concepts regarding theory and theory development, analysis and evaluation of the present state of theory development in nursing and related fields. Content in Section II examines primarily the behaviorist, psychoanalytic, maturational, and cultural theories of

the growth and development of individuals. Content in Section III focuses upon the developmental stages of the family. Emphasis throughout the course is application of theory to nursing practice.

By arrangement

The Department

Nu 744 Maternity Science (F; 3)

Basic knowledges required to assess the health status of women in order to provide appropriate health care. Content includes the physiology and anatomy of puberty, menarche, and the pregnancy cycle, as well as the general principles of genetics, embryology, fetal and newborn physiology.

By arrangement

The Department
Daniel Cramer

Nu 745 Maternity Science (S; 3)

Prerequisite: Nu 744

Focus of course is the health care of the woman with a complicated pregnancy caused either by a concurrent health problem; e.g., diabetes, cardiac or renal disease, or by a problem directly related to pregnancy, e.g., toxemia, bleeding. Content also includes methods of contraception, common gynecological problems, infections, and infertility.

By arrangement

The Department
Daniel Cramer

Nu 748 Pediatric Science (F; 3)

Reviews general principles of genetics and embryology. Emphasis is upon the well child and focuses on the normal anatomical and physiological development of the child from infancy to adolescence. Considers methods of diagnoses and management of well child health supervision.

By arrangement

The Department
Thomas Cone

Nu 749 Pediatric Science (S; 3)

Prerequisite: Nu 748

Emphasis is upon the common health problems of the child from infancy to adolescence. Considers methods of diagnoses and the management of common health problems.

By arrangement

The Department
Thomas Cone

Nu 755 Maternity Clinical Practicum (F; 3)

This practicum focuses on skill development in health assessment of women in various periods of childbearing. The practicum includes opportunities for increasing competency in interviewing, physical assessment, recording and interpreting data. A major experience for each student is to begin to assume responsibility for the health care of several women and their families in the antenatal phase of childbearing. Experiences are provided in selected clinical settings. A weekly seminar integrates theoretical and clinical content. To facilitate movement toward changing roles in health care, students will have a weekly group in which they explore interpersonal dynamics and methods of communication.

By arrangement

The Department

Nu 756 Advanced Maternity Practicum (S; 3)

Prerequisites: Nu 740, Nu 744, Nu 755

The focus of this practicum is the participation of the student in primary health care to women and their families through the intra and post-partum phases. Experiences are planned in group practice settings such as ambulatory clinics, neighborhood health centers and physicians' practices where the student collaborates with physicians and other health professionals in assessing, planning and coordinating of services and in providing for or seeking out consultations and referrals. A weekly seminar integrates theoretical and clinical content and considers research findings pertinent to maternity care. Students continue a weekly group in which they explore interpersonal dynamics, methods of communication and organizational behavior.

By arrangement

Philip Stubblefield

Nu 757 Pediatric Clinical Practicum (F; 3)

This practicum focuses on skill development in health assessment of infants, children, and their families. The practicum includes opportunities for increasing competency in interviewing, physical assessment, recording and interpreting data. Experiences are provided in selected clinical settings. A weekly seminar integrates theoretical and clinical content. To facilitate movement toward changing roles

in health care, students will have a weekly group in which they explore interpersonal dynamics and methods of communication.

The Department
Fredrick Mandell

Nu 758 Advanced Pediatric Practicum (S; 3)

Prerequisites: Nu 740, Nu 748, Nu 757

The focus of this practicum is the participation of the student in well child supervision and in the identification and management of the common health problems of children. Experiences are planned in group practice settings such as ambulatory clinics, neighborhood health centers, and physicians' practices where the student collaborates with physicians and in providing for or seeking out consultation and referral. A weekly seminar integrates theoretical and clinical content and considers research findings pertinent to pediatric care. Students continue to have a weekly group in which they explore interpersonal dynamics, methods of communication, and organizational behavior.

By arrangement

The Department
Thomas Cone

Nu 759.01 Advanced Maternity Practicum (F; 9)

Nu 759.02 Advanced Maternity Practicum (F; 6)

Prerequisites: Nu 740, Nu 741, Nu 744, Nu 745, Nu 755, Nu 756

The focus of this practicum is to develop increased depth in the knowledges and skills related to primary health care of women and providing care to women on a continuity basis, by joint planning, coordination of services, consultation and referral with physicians in group practice settings such as neighborhood health centers, physicians' practices and ambulatory clinics. The student also begins to assume a more direct teaching activity with other students or workers in the setting. A weekly seminar integrates theoretical and clinical content. To facilitate role change students continue to explore interpersonal dynamics, organizational behavior, and methods of communication through a weekly group experience.

By arrangement

The Department

Nu 761.01 Advanced Pediatric Practicum (F; 9)

Nu 761.02 Advanced Pediatric Practicum (F; 6)

Prerequisites: Nu 740, Nu 741, Nu 748, Nu 749, Nu 757, Nu 758

The focus of this practicum is the participation of the student in well child supervision and the identification and management of children with common health problems by joint planning, coordination of services, consultation and referral with physicians in group practice settings such as ambulatory clinics, neighborhood health centers, or physicians' practices. The student also begins to assume a more direct teaching activity with other students or workers in the setting. A weekly seminar integrates theoretical and clinical content. To facilitate role change students continue to explore interpersonal dynamics, organizational behavior, and methods of communication through a weekly group experience.

By arrangement

The Department

Nu 794 Research Design (F; 3)

This course is designed to assist students in appropriately critiquing research proposals and reports and strengthen their nursing practice by providing skills on which to make responsible judgments regarding the incorporation of research findings and conclusions into their clinical practice.

Dorothy J. Wolker

Nu 795 Research Methods (F; 3)

Prerequisites: Consent of Professor. To be taken in sequence with Nu 796.

An introduction to the major methods employed in scientific investigation. The course will emphasize the selection and delimitation of a health related problem and the development of a research design appropriate to that problem.

Dorothy J. Wolker

Nu 796 Research Seminar (S; 3)

Prerequisites: Nu 795. To be taken in sequence with Nu 795.

Directed group research experience in the problem area identified in Nu 795.

By arrangement

Dorothy J. Wolker

Nu 800 Theory of Adult Nursing Practice I (F; 4)

The four major components of this course are the study of conceptual frameworks for nursing, advanced concepts of nursing process,

188 / Description of Courses

PHILOSOPHY

functional concepts in adult health care (biomedical and behavioral) and clinical practice.

Morjory Gordon

Mory E. Colnon

Bernodette P. Hungler

Nu 801 Theory of Adult Nursing Practice II (S; 4)

Continuation of Nu 800. Clinical paper dealing with the systematic exploration of a clinical nursing intervention.

Morjory Gordon

Mory E. Colnon

Bernodette P. Hungler

Nu 807 Role Components: Faculty Role (F; 3)

Examination of the role of the teacher-clinician in higher education. Observational experiences in a program of nursing education available.

Mory E. Colnon

Bernodette P. Hungler

Nu 808 Practicum in Faculty Role (S; 3)

Opportunity to test methods of guiding and evaluating learning through participation in a program of nursing education.

Mory E. Colnon

Bernodette P. Hungler

Nu 815 Role Components: Clinical Specialist (F; 3)

Study of models of the clinical specialist role and the organizational, client and personal variables influencing role functions. Study of system analysis, philosophy and theories of change, strategy selection and evaluation in selected clinical and classroom experiences. Clinical laboratory and functional analysis of a small system required.

Morjory Gordon

Nu 816 Practicum in the Clinical Specialist Role (S; 3)

Offers experience as a student-clinical specialist with emphasis on role development. Utilization of analytic tools and change theory in promoting optimum clinical care for groups of patients. Position paper on the role of the clinical specialist required.

Morjory Gordon

Nu 840 Advanced Psychiatric Nursing: Theory and Practicum, I (F; 7)

Prerequisites: none

Supervised clinical experience with individuals, groups and families in emotional distress. Supervisory conferences focus upon the systematic evaluation of the method of intervention appropriate to the clinical problem. Supervisory conferences will be held in small groups and individually. Weekly seminar discussions focus on systems of psychotherapy.

Carol Horton

Sr. Mory Felicitio Doy

Miriam-Goyle Wordle

Nu 841 Advanced Psychiatric Nursing: Theory and Practicum, II (S; 7)

Prerequisite: Nu 840

Supervised clinical experience with individuals, groups and families, with special emphasis on children. Continuation of seminar dealing with systems of psychotherapy. Clinical time is the same.

Carol Horton

Sr. Mory Felicitio Doy

Miriam-Goyle Wordle

Nu 844 Advanced Psychiatric Nursing: Theory and Practicum, III (Intersession; 4)

Prerequisites: Nu 840, Nu 841

Continued supervised clinical experience with emphasis on methods of intervention best utilized in community systems, i.e. crisis intervention, development of support systems and human network resources. Seminar continues with emphasis on systems theories as applied to community mental health. Clinical time remains the same.

Carol Horton

Sr. Mory Felicitio Doy

Miriam-Goyle Wordle

Nu 854 Theories of Deviancy and Normality of Adult and Child Behavior: Implications for Nursing Intervention (F; 3)

A review of selected research and theories which focus on psychopathological and normal behavior patterns in adults and children. Emphasis is on the ordering of these theories and research in accordance with the Model of Optimum Level of Functioning.

Carol Horton

Sr. Mory Felicitio Doy

Miriam-Goyle Wordle

Nu 860 Introduction to Liaison Nursing (S; 3)

Open to all graduate nursing students who have completed one semester of graduate work.

An Introduction to Psychiatric Liaison Nursing is designed to familiarize the student with the theoretical models of reactions to illness. Psychological practice models and consultative process which work together to provide organized efforts to restore and maintain an individual's optimum level of functioning are emphasized. The course provides seminar time and a practicum which takes place in a general health facility, i.e., general hospital, primary care center. The course includes 1½ hours per week for a seminar and 5½ hours per week for practicum and supervision.

Carol R. Horton

Nu 870 Health Determinants: Analysis and Change (S; 3)

Emphasis on the process of systems analysis in the examination of contemporary health care delivery and the health status of populations. The student will gain skill in multiple-variable analysis and in determining strategies for creating change in the health status of populations.

The Department

Nu 899 Independent Study in Nursing (F, S; Credits by arrangement)

Prerequisites: One full-time semester of graduate work. Permission of Professor and Chairperson. Recommendation of a second faculty member.

The student who has a special interest that is not otherwise addressed adequately in the curriculum may pursue that interest under the direction of the faculty.

A written proposal for an independent study in nursing must be submitted to the department chairperson together with supporting statements from the faculty member directing the study and a faculty member whose area of concentration qualifies him or her to judge the fitness of the proposed undertaking to graduate study. The student is required to submit written reports to the faculty member directing the study and the department chairperson toward the end of the semester.

The Department

Philosophy (Pl)

Depending on student demand, the courses listed below may not be offered at the time indicated. If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic.

Core Courses

Pl 009 Ethics (F, S; 3, 3)

An investigation of the rational basis of moral value in an attempt to establish ethical principles. Specific application of these norms will be examined and applied to various moral problems.

The Department

Pl 050 Introduction to Philosophical Studies I and II (Core Development Program) (F, S; 3, 3)

Any serious attempt to understand ourselves and our world leads directly into other, even deeper issues: what does it mean to 'know' something? Are there different kinds of knowing? Are there some things that can never be known? The first semester of this course explores the ways in which some of the great philosophers of the past have tried to come to grips with these questions. The second semester will focus on our knowledge of value—in particular, of moral value: what do we mean by 'right' and 'wrong'?

John V. Strong, S.J.

Pl 070 Philosophy of the Person I and II (F, S; 3, 3)

This course is based on two Socratic sayings: "know yourself," and "the unexamined life is not worth living." This course, therefore, will analyze the key thinkers in Western culture who have contributed to our knowledge of ourselves and our society. Specific considerations will be given to the problem of the human person along with the basic rights and responsibilities that each one has to himself, herself, and to others.

The Department

Pl 090 Perspectives on Western Culture I and II (F, S; 6, 6)

This is a special two-semester, twelve-credit course that fulfills

all the core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future. *The Department*

Pulse Courses

Pl 066 Private and Public Good (S; 3)

Generally this course sets out to examine just what the private and public good are. What different roles do individuals take on as family members, students, PULSE volunteers, lovers, friends? How do we differ in our private and public lives? Attention will be focused on coming-of-age problems (*bildungsroman*) and alter-egos (*doppelgänger*) as well as some Kohlberg theory. *Peter McGroth*

Pl 088-089 Person and Social Responsibility (F, S; 6, 8)

This is a two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course requirements include both ongoing involvement in one of the field projects available through the PULSE Program (see Special Study Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice—delinquency, poverty, psychological problems, prejudice, alienation. The classes will attempt to take a deeper look into these, especially with regard to their individual, group and cultural origins. Drawing on the works, both contemporary and traditional, of key philosophical and religious figures, the classes will engage students in the challenge of personal self-discovery and growth as they relate to the question of what it really means to assume responsibility for overcoming these injustices. *Patrick H. Byrne*

Pl 180 Strategies of Social Change (F; 3)

This course draws on the techniques of group training to help students become more effective agents of change. Students are taught skills in communication, analysis of conflict situations and resolution of conflicts. A variety of possibilities for organizational design and management—especially for organizations devoted to social change and social service—are explored. *The Department*

Pl 211 The Vision of the City (F; 3)

This course examines the philosophical and mythic backgrounds of the current discussions about the nature and prospects of the city. Reference will be made to Augustine, LeCorbusier, Howard, Jacobs and others. Intended for juniors and seniors in PULSE. *Richard E. Keeley*

Pl 214 Explorations in Race Relations (S; 3)

This course will have as its focus, a consideration of historical, psychological, and socio-cultural factors contributing to racism as we see it today. The evolution of positive racial identity will be explored, as well as the development of overt and covert forms of racial bigotry. *The Department*

Pl 217 The Structure of Community Life: The South End (S; 3)

This is a seminar intended for juniors and seniors with PULSE experience in the South End. The aims of the course include reflection upon the problems of government and power at the neighborhood level and an investigation of the symbolic configurations of local life. *Richard E. Keeley*

Pl 221 Aspects of Self and Society (F; 3)

The focus of this course will be the tension experienced between two basic orientations of the human person: the orientation toward autonomy, and the orientation toward community. Through the combination of readings, field experiences and discussions, students will be encouraged to discover the ways in which social structures resolve or fail to resolve that tension. *Peter McGrath*

Pl 233 Values, Health and Welfare (F; 3)

This course will undertake a multidisciplinary critique of health delivery as a system in the United States. A primary objective will be the development of critical modes of thinking as a way to understand and influence social change. This course is open to all in-

terested, although concurrent participation in a PULSE field project is strongly recommended. *Patrick H. Byrne*

Pl 291-292 Philosophy of Community I and II (F, S; 3, 3)

Prerequisite: Limited to members of the PULSE Council.

A study of community: its structure, power and change. The dynamics of community will be examined by sharing impressions and insights with various teachers and community workers. Specific theoretical models of analysis will be studied and critiqued. The purpose of the course is to begin developing new approaches for learning about social change and for building new visions for the direction that a PULSE student's responsibility to social change might take. *Joseph Flanagan, S.J.*

Pl 293-294 Culture and Social Structure: Philosophy of PULSE I and II (F, S; 3, 3)

Prerequisite: Membership on PULSE Council.

The course will concentrate on the interrelationships between American political, economic, social and military institutions. As these interrelations are explored on a "macro" scale, a microanalysis of like patterns at the neighborhood and city level will also be undertaken.

Offered 1980-81

Joseph Flanagan, S.J.

Electives

Pl 121 Major 20th Century Philosophers (F; 3)

This course is intended to introduce beginning students to some of the leading 20th century philosophical movements. It begins with an examination of the background tradition of modern rationalism and empiricism (Descartes, Hume, Kant). Then the following philosophical movements are considered: Life Philosophy (Bergson, Nietzsche); Existentialism (Kierkegaard, Heidegger); American Philosophy (Peirce, James, Dewey, Whitehead); Phenomenology (Husserl). Key texts from each philosopher will be selected for reading and analysis.

Offered Fall, 1980

Thomas J. Owens

Pl 130 Science, Technology and Public Policy (S; 3)

A critical survey of conceptual tools for making intelligent choices on the basis of complex or uncertain evidence. Topics discussed will include: the evaluation of statistical data, extrapolation, feedback effects, and elementary decision theory. These techniques will be applied to such public policy areas as technology assessment, mass transportation, and energy and environment. *John V. Strong, S.J.*

Pl 150 Contemporary Analysis of Myth and Symbol (F; 3)

An exploration of the relationship between reflective philosophy and the interpretation of myth and symbol in the works of Freud, Jung, Eliade and Ricoeur. Special emphasis is placed on a phenomenology of the symbols of evil and a structural analysis of the mythic content of primitive religions.

Offered Fall, 1980

Richard Cobb-Stevens

Pl 153-154 The Heidegger Project I (F, S; 3, 3)

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth-century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-a-vis Heidegger's. The project will continue for two semesters. Some knowledge of traditional philosophy (e.g., Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

Offered 1980-81

Thomas J. Owens

Pl 161 Philosophy of Religion (S; 3)

An elaboration of a phenomenological "typology" of the forms of religious experience. Consistent patterns of experience will be grouped according to the models of participation, encounter and community. This method offers an interpretative framework for understanding the symbol systems of a wide variety of religious expressions, both Eastern and Western. The course will also explore the possibility of meaningful religious language in a secularized culture.

Offered Spring, 1981

Richard Cobb-Stevens

Pl 165 Human Person and Love (F; 3)

This course will examine the notion of love and the experience of love from a philosophic viewpoint, with an emphasis on both the

190 / Description of Courses

PHILOSOPHY

phenomenology of the loving experience, and the history of the philosophic understanding of love in Greek and Christian times.
Offered Fall, 1980 *Doniel J. Shine, S.J.*

Pl 166 Freedom and Authority (S; 3)

A cooperative effort to make precise the questions concerning freedom and authority will open the course. As an aid to this, Adler's booklet *Freedom*, Maritain's *Man and the State* and Thoreau's essay on "Civil Disobedience" will be read. After tentative answers have been reached we will turn to some of the classical works on this subject in hopes of confirming our answers, deepening or changing our questions or introducing new questions: Plato's *Republic*, Aristotle's *Politics*, Hobbes's *Leviathan*, Locke's *Second Treatise of Government*, J. S. Mill's *On Liberty*.
Offered Spring, 1981 *Joseph H. Cosey, S.J.*

Pl 193 Chinese Philosophy I: Confucianism, Taoism and Buddhism (F; 3)

Starting from a general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the harmony between Nature, Man and Society, Taoism teaches the most natural way to achieve this harmony, i.e., Tao. Sinicized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names and forms, and remains empty and quiet in its nature.
Francis Y. Soo

Pl 194 Chinese Philosophy II: Neo-Confucianism vs Maoism (S; 3)

Within the historical context of modern China (from 1840 up to the present), the course will focus on contemporary philosophical trends. Two of them are of particular importance. One is Neo-Confucianism which tries to revive or modernize not only traditional Confucianism but also Chinese Classical philosophies in general.

The other is Chinese Marxism, which under Mao, tries to 'substitute' Chinese Marxism for the Classical Chinese philosophies. It is very interesting to study how contemporary Chinese philosophers have tried to philosophize in contemporary China.
Francis Y. Soo

Pl 195 The God Questions (F; 3)

Stages of Development: What kind of question about God is characteristic of today's concern? Can these insights be shown to grow out of one's personal experiences and to provide evidence that it is reasonable to assent to a solution to the question?
Offered Fall, 1980 *Joseph H. Cosey, S.J.*

Pl 204 Contemporary Chinese Philosophy (S; 3)

Within the historical context of modern China (from 1840 up to the present), the course will focus on contemporary Chinese philosophical trends. Two of them are of particular importance. One is the Neo-Confucianism which tries to revive or modernize not only traditional Confucianism but also Chinese Classical philosophies in general. The other is Chinese Marxism which, under Mao, tries to 'substitute' Chinese Marxism for the Classical Chinese philosophies. It is very interesting to study how contemporary Chinese philosophers have tried to philosophize in contemporary China.
Offered Spring, 1981 *Francis Y. Soo*

Un 212 Perspectives on Marxism (F; 3)

This interdisciplinary course is sponsored by the Department of Philosophy and the Center for East Europe, Russia and Asia. The ten professors (two political scientists, philosophers and historians; one each from economics, education, linguistics and sociology) present a coherent overview, enabling the student to gain an understanding of the Marxist phenomenon from all the major perspectives.
Offered Fall, 1980 *Thomas J. Blokeley*

Pl 218 (Cl 210) The Greeks: Part I (F; 3)

Dovid H. Gill, S.J.

Pl 219 (Cl 211) The Greeks: Part II (S; 3)

Dovid H. Gill, S.J.

Pl 229 (Cl 230) Classical Mythology (S; 3)

Introduction to the principal gods, goddesses and heroes of the Greeks and Romans and the stories about them. Constant reference will be made to the legacy of classical mythology in Western art, literature and psychology.
Lowell Edmunds

Pl 247 Philosophy of History (S; 3)

The first part of the course will aim at clarifying the nature of historical understanding, with special emphasis on such issues as explanation and laws, historical relativism, and causality.
Offered Spring, 1981 *John V. Strong, S.J.*

Pl 251 Political Philosophy: Machiavelli to Burke (F; 3)

This course traces the origins of some modern conceptions of law and the state, the sources and limits of political authority through some of the great modern political philosophers, relating these to the classical Aristotelian tradition.
Offered Fall, 1980 *Gerard C. O'Brien, S.J.*

Pl 254 After Death and Dying (F; 3)

An exploration of life after death, including such questions as: What difference does confronting death make? Is death a hole or a door? How are the meaning of life and the meaning of death connected? Do we really want to live forever? How is "Heaven" different from the genetic promise of an "immortality pill"?
Offered Fall, 1980 *Peter J. Kreeft*

Pl 257 Oriental Philosophy (F; 3)

An empathetic and respectful but critical and questioning investigation of the central claims of Hinduism, Buddhism (including Zen and Tibetan Buddhism) and Taoism regarding the nature of reality, the self and its destiny, including treatment of mysticism and the occult and comparison with Western philosophy and religion.
Offered Fall, 1980 *Peter J. Kreeft*

Pl 259 Perspectives on War, Aggression and Conflict Resolution I (F; 3)

This course is the result of work by faculty and students interested in developing an interdisciplinary approach to the study of Peace and War at Boston College. The Boston College Program for the Study of Peace and War sponsors this course as one of the two introductory offerings in Peace Studies at the university (PERSPECTIVES, part II is offered in the spring semester). PERSPECTIVES I is centered around analyses of the causes of war and conflict in contemporary society.
Rein A. Uritom

Pl 261 The Creative Person (F; 3)

A creative person is one whose personhood is active, released, and known. The most important question here is not 'what' or even 'why' but 'how.' This is a course in actual, philosophically-significant experiment, followed by reflection—experiments in self-discovery in four dimensions: relation to yourself, others, nature, and God.
Offered Fall, 1980 *Peter J. Kreeft*

Pl 264 Logic (F, S; 3)

Logic as a formal science and art of valid deductions. Both traditional and symbolic approach to correct thinking.
Joseph L. Borrett, S.J.
William J. Haggerty, Jr.

Pl 269 Perspectives on War, Aggression, and Conflict Resolution II (S; 3)

An interdisciplinary course that is concerned primarily with alternatives and "solutions" to the problem of war, including those advanced in the past and present, but also ones that may be required to meet the needs of the changing world of the future.
Rein A. Uritom

Pl 275 Philosophy in Literature: Tolkien (F; 3)

A complete philosophical world and life view underlies Tolkien's two great epics, *The Lord of the Rings* and *The Silmarillion*: a synthesis of ingredients in Plato (exemplarism), Jung (archetypes); Romanticism (*sehnsucht*) and Norse mythology (a Stoic heroism) catalyzed by a Biblical imagination and a Heideggerian linguistic. The student will learn to recognize these and many other strange creatures in exploring Tolkien's world.
Offered Fall, 1980 *Peter J. Kreeft*

Pl 285 Contemporary Ethical Perspectives (F, S; 3)

A study of modern ethical problems, such as civil disobedience, mercy-killing, ethics in business and government, the ethics of socialism and communism, abortion, personal ethics, as affected by various philosophical systems along with an analysis of ethical values, as established by traditional and modern philosophy, in an attempt to build a helpful personal and social value system.
Charles B. Toomey, S.J.

Pl 296 Linguistic Analysis and the Problem of God (S; 3)

Problems about knowledge of and language about God which have arisen from the later thought of Wittgenstein will be treated. Authors like Wittgenstein, Ryle, Ayer, Flew, Austin and Macquarrie will be examined.

Offered Spring, 1981

Joseph H. Cosey, S.J.

Pl 299 Readings and Research (F, S; 3)

By arrangement

The Department

Pl 303 Philosophical Questions in Religion (S; 3)

This course is for students who want to form their individual opinions rationally on such controversial religious topics as the psychology of belief, the problem of evil, arguments for God's existence, our knowledge of God, predestination and free will, time and eternity, life after death, miracles, the reliability of the Bible, mysticism, Eastern vs. Western religions. A problem-oriented textbook is supplemented by readings in C. S. Lewis and Thomas Aquinas.

Peter J. Kreeft

Pl 306 Ancient Greek Philosophy (S; 3)

A history of the development of Classical Greek philosophy from the era of the Pre-Socratics to the closing of the Pagan schools in Athens in the 6th Century A.D.

Offered Spring, 1981

Stuart B. Mortin

Pl 308 The Political Thought of the Greeks (S; 3)

A study of Plato's *Republic* and Aristotle's *Politics* and their influence in Western culture.

Arthur Modigon, S.J.

Pl 311-312 (Cl 365-366) Ethical Thought of the Greeks (F, S; 3, 3)

Offered 1980-81

David H. Gill, S.J.

Pl 315 Aristotle (S; 3)

A study of the development of Aristotle's fundamental doctrinal position; the authenticity and reliability of his extant works; the import of his logic for the rise of the mediaeval universities; his doctrine of equivocity; the central meaning of "being" in his *Metaphysics*; selected physical doctrines such as "change" and "time"; the goal of human existence expounded in the *Nicomachean Ethics*; Aristotle's teaching about the nature of the "intellect"; and some study of the subsequent (Greek, Arabian and Latin) commentators on his works.

Stuart B. Mortin

Pl 318 Origins of Romanticism (F; 3)

Much of the present-day preoccupation with science-fiction, with ecological problems, and with the "scientific-technological revolution" finds its intellectual ground in Friedrich Wilhelm von Schelling's reappropriation of German mysticism (Tauler, Seuse, Boehme). We will examine this reappropriation as well as its role in the formation of Romanticism and neo-Romantic ideologies.

Thomas J. Blokeley

Pl 323 Plato's Republic (S; 3)

An in-depth study of the most influential work in the entire history of philosophy.

Offered Spring, 1981

Peter J. Kreeft

Pl 328 (Cl 416) Aristotle's Ethics (F; 3)

Offered Fall, 1980

David H. Gill, S.J.

Pl 330 (Cl 417) Aristotle's Politics (S; 3)

Offered Spring, 1981

David H. Gill, S.J.

Pl 335 Platonic Dialogues (F; 3)

This course is an inquiry into the developing thought of Plato, stressing particularly Plato's probing into the questions of the nature of man, the relation of the individual to society, the nature of human knowing, the foundation of judgments of value, and the meaning of a virtuous life. The course will include nearly all of what are called the early and middle dialogues of Plato, up to and including the *Republic*. The basic thrust of the course will be two-fold: first, to understand Plato's thought as this unfolds in each dialogue, and second, to appropriate this thought in an understanding of the context of our own time.

This course is intended for students who are beginning Plato or at least have not studied him in depth. No knowledge of Greek is required.

Gerard C. O'Brien, S.J.

Pl 340 Philosophy in the Middle Ages (F; 3)

A detailed examination of some of the great ideas from Augustine to Ockham.

Norman J. Wells

Pl 347 St. Thomas and the Problem of God (F; 3)

A close textual study of St. Thomas' teaching about the existence of God and his proofs for this; about the nature of God and his justification of God-talk; about Divine Providence and human freedom. The texts will be English translations from the *Summa Theologiae* and the *Summa contra Gentiles*.

John P. Rock, S.J.

Pl 350 From Antiquity to Modernity: Social Thought In The Middle Ages (F; 3)

Beginning with Augustine's commentary on Cicero's *On the Commonwealth*, a social thought was born that was destined to reign until the Renaissance and even beyond.

Offered Fall, 1980

Thomas J. Blokeley

Olivo Blonchette

David M. Rosmussen

Pl 353 Man in Medieval Thought (S; 3)

Taking as point of departure The Condemnation of 1277, the question of the structure of human existence will be posed and pondered. Consideration will then be given to the various sources involved—Aristotle, Augustine, Avicenna, Averroes and Aquinas.

Offered Spring, 1981

Norman J. Wells

Pl 354 The Christian Philosophy of Thomas Aquinas (S; 3)

A detailed examination of the major philosophical positions of Aquinas and their relevance to Modern Thomism.

Norman J. Wells

Pl 358 St. Augustine's Confessions (S; 3)

"The only two things that never bore us are a person and a story, and even a story must be about a person" (Chesterton). This book reveals one of the most profound and startling persons who ever lived, and his story is the world's greatest drama: the wrestling match between God and Man.

Peter J. Kreeft

Pl 363 Thomas Aquinas: Philosophy of God (F; 3)

Starting with contemporary concerns a serious study will be made of the First Part of Thomas' *Summa Theologiae*.

Offered Fall, 1980

Joseph H. Cosey, S.J.

Pl 365 Aquinas Revisited (F; 3)

A textual analysis of the thought of St. Thomas on the problem of knowledge and willing. The lectures will give historical background for the understanding of the texts and will show the need to update the thought of Aquinas in the light of new scientific achievements and the evolution of philosophical reflection. Certain key ideas on Aquinas that help to understand contemporary problems will be stressed.

Frederick J. Adelman, S.J.

Pl 371 Descartes and the Cartesians (F; 3)

A detailed examination of the Cartesian corpus on all the issues fundamental to Descartes' philosophy—the self, God, the world and the various consequences flowing from these basic positions. On behalf of the Cartesians, the likes of Malebranche, Spinoza and Leibniz should be represented.

Offered Fall, 1980

Norman J. Wells

Pl 375 Modern Philosophy I: Descartes and British Empiricists (F; 3)

A detailed examination of the classical positions taken during this period on the self, God, man and the world.

Offered Fall, 1980

Norman J. Wells

Pl 376 Modern Philosophy II: British Empiricists to Kant (S; 3)

Continuation of the previous semester, Pl 375.

Offered Spring, 1981

Norman J. Wells

Pl 378 Hume and Kant (F; 3)

The course will present a confrontation between Hume's empiricism and Kant's rationalism. The theme of this confrontation will not be drawn merely from the differences in both philosophers' theory of knowledge but perhaps more emphatically from the realm of ethics or moral philosophy.

Offered Fall, 1980

Richard T. Murphy

Pl 384 Philosophy and the Speculative Imagination (F; 3)

An approach to some major philosophical issues—the nature and limits of humanity as a species, the possibility of constructing a utopian society, the relationship between the human and the non-human—through the construction of 'alternative worlds'. Reading and discussion of such authors as Heinelein, Clarke, LeGuin, Lem and Miller; emphasis will be on the critical analysis of the ideas embodied in their writings.

John V. Strong, S.J.

192 / Description of Courses

PHILOSOPHY

Pl 388 Pascal (F; 3)

An exploration in depth of a single book, the *Pensées*, a book that is aphoristic, existential, saintly, worldly-wise, canny, haunting, Socratic, sensitive, insightful, practical, radical, solid, and unforgettable. Seventeenth century precursor of existentialism and psychoanalysis, Pascal is a Christian apologist with universal and perennial appeal.

Peter J. Kreeft

Pl 390 Neo-Marxism and the Thought of Marcuse (S; 3)

Neo-Marxism as it has developed in the West among intellectuals has broken away from rigid Marxism-Leninism. In its new emphasis on humanism and the person it is indebted to the early writings of Marx and the influence of the Frankfurt School in particular. This course will study especially the thought of Marcuse as it has affected many thinkers on the contemporary scene.

Frederick J. Adelman, S.J.

Pl 391 God and Modern Philosophy (S; 3)

This course is a survey that exposes and criticizes some of the more important answers given to the God Problem by some of the great philosophers from the time of Descartes to modern times.

Offered Spring, 1981

John P. Rock, S.J.

Pl 395 Philosophy of Dostoevsky (S; 3)

The aim of this course is the examination of the major philosophical positions of Dostoevsky. The course will offer a detailed analysis of the "Grand Inquisitor". The following issues will be examined: the critique of the Catholic Church, the struggle between good and evil, the conflict between freedom and happiness, and Dostoevsky's dialectical approach.

Offered Spring, 1981

Joseph L. Navickas

Pl 397 Gabriel Marcel: Philosopher of the Person (S; 3)

Marcel offers an analysis and critique of modern man's spiritual condition (egotism, impersonalism, technologism, abstraction, calculation, skepticism, alienation) and a livable alternative (values, creativity, presence, hope, self-knowledge, community, communication, love).

Offered Spring, 1981

Peter J. Kreeft

Pl 404 Science and Pseudo-Science: A Philosophical Inquiry (F; 3)

An investigation into the nature and limits of science, through a comparison of the claims of 'orthodox' scientific theories (for example, about the motion of the continents or the possibility of intelligent life beyond the earth), on the one hand; and the claims of astrology, alchemy, and parapsychology on the other. (Some high school or college science background would be helpful, but by no means essential, for those taking the course.)

Offered Fall, 1980

John V. Strong, S.J.

Pl 405 Revolutions in Science (F; 3)

An historical-philosophical study of the development of our views about the physical universe and the origins of life on earth, aimed at answering the question: how and why does the scientist's picture of the world change? (No background in science or mathematics will be presupposed.)

Offered Fall, 1980

John V. Strong, S.J.

Pl 406 Seminar on Life After Death (S; 3)

Papers (both systematic-original and historical-research) on: traditional and non-traditional arguments pro and con life after death; comparison of religions on this issue; out-of-body experiences; the evidence of mysticism; the relevance of immortality to the present; the nature of Heaven and Hell.

Offered Spring, 1981

Peter J. Kreeft

Pl 408 How Philosophy Looks at Science: An Introduction (F; 3)

An attempt to get behind the claims of science ("scientists have proven . . .," "science has shown . . .") to a critical understanding of why scientists are—and sometimes aren't—justified in making those claims.

Offered Fall, 1980

John V. Strong, S.J.

Pl 412 Atheism and Religion in the Soviet Union (F; 3)

Atheism will be examined here as not a philosophical conclusion but rather an ideological presupposition of Marx, Engels and their Soviet descendants. "Scientific atheism" (the Soviet name), as an integral and essential part of historical materialism, will be seen to

play a significant role in the education of all Soviet youth and in the development of the notion of the "new Soviet man".

Thomas J. Blakeley

Pl 419 Kant and Hegel (S; 3)

An analysis and comparison of the major themes in Kant and Hegel.

Offered Spring, 1981

Joseph L. Novickas

Pl 421 Nietzsche-Prophet of Nihilism (S; 3)

An introduction to the central ideas of this highly controversial philosopher. The standard interpretation of Nietzsche as the prophet of twentieth-century nihilism will be followed by an examination of the original and distinctive interpretation made by Heidegger.

Offered Spring, 1981

Jacques M. Tominaux

Pl 423 Introduction to Analytic Philosophy (F; 3)

The main currents in analytic philosophy, now dominant in America and England, will be presented in their historical development. G.E. Moore's impact will be examined first. The influence of Bertrand Russell, especially on logical atomism, will be assessed. Logical positivism, particularly in the works of Ayer and Carnap, will be treated in detail. Finally, the contributions of Wittgenstein and ordinary language philosophers will be discussed.

Offered Fall, 1980

Richard T. Murphy

Pl 424 The Phenomenology of Love (S; 3)

This course will examine the new philosophy of love that emerged in the writings of the German phenomenologist Max Scheler and the Russian philosopher Vladimir Solovyov.

Joseph L. Novickas

Pl 426 Three Existential Philosophers (F; 3)

This course will expose and analyze the Existential Philosophies of three major thinkers in the field of Existentialism: Heidegger, Sartre, and Marcel. Lectures and discussions will be held on the major works of these men and student reports will be given on some of the significant works of these philosophers.

Offered Fall, 1980

John P. Rock, S.J.

Pl 427 Existential Psychology (F; 3)

Existential psychology is a "union" of two disciplines, psychology and the philosophies of existentialism. It deals with such psychological topics as "experience," anxiety, freedom, etc., but is concerned with understanding these aspects of man's life on the deeper level of philosophy. Writings of Rollo May, Binswanger, Heidegger, Boss, Laing and others will be considered.

Offered Fall, 1980

Daniel J. Shine, S.J.

Pl 428 Contemporary Structuralism and Anthropology (S; 3)

This course will consider the works of some of the contemporary structuralist thinkers, particularly the anthropology of Claude Lévi-Strauss, and the relation of structural philosophy to phenomenology, psychology and literature.

Offered Spring, 1981

Gerard C. O'Brien, S.J.

Pl 429 Freud and Philosophy (F; 3)

A reading of Freud's principal works will show how psychoanalytic theory has altered our self-understanding. The interpretation of dreams and pathological behavior leads to new theories of symbolic expression in work, play, humour and art. The analysis of sexuality culminates in controversial views on guilt, violence, the status of women and religious faith.

Richard Cobb-Stevens

Pl 431 Philosophy of Karl Jaspers (F; 3)

The course examines Jaspers' idea of philosophy. It seeks to investigate the meaning and functions of the crucial concepts of Existenz, Encompassing, Reason, Philosophical Faith, Ultimate Situation, Cipher and Foundering. The course aims also at a better understanding of the relation between Jaspers' views and those of Kant, Kierkegaard, Nietzsche.

Joseph L. Novickas

Pl 433 Philosophy of Human Sexuality (S; 3)

Philosophers, theologians, novelists, poets, mystics, psychologists and sociologists, past and present, Eastern and Western, representing points of view as diverse as King Solomon and Kierkegaard, Hinduism and Victorianism, Hugh Hefner and Jesus Christ, are consulted to explore the mystery of Eros, about which there is usually more heat than light. Controversy is guaranteed.

Topics range from tantric mysticism to eugenics, abortion and women's lib.

Offered Spring, 1981

Peter J. Kreeft

Pl 434 Topics in Contemporary Science (S; 3)

Contemporary developments in physics and biology will be explored intensively. Emphasis will be placed upon understanding the basic concepts, rather than the complex totality, of relativity theory, quantum theory, theories of the "origin of life," etc. Philosophical questions concerning objectivity and reality raised by these developments will be discussed

Offered Spring, 1981

Patrick H. Byrne

Pl 440 Existential Humanism (F; 3)

The existentialists have focused on the dramatic plight of twentieth-century man. They have presented forcefully man's struggle for meaning for life in a technologically dominated society and in a nuclear age. This course hopes to reveal and evaluate the specific features this "philosophy of crisis" has claimed to be distinctive of human living in this present moment of history.

Offered Fall, 1980

Richard T. Murphy

Pl 445 The Origins of American Pragmatism (F; 3)

Pragmatism is the most characteristic expression of American life, its civilization and its mind. A reading of selected works of Dewey and James should provide an introduction to the pragmatic method of philosophizing and a framework for a discussion of the place of pragmatism in American culture.

Offered, Fall, 1980

Richard Cobb-Stevens

Pl 449 Practical Problems in Business Ethics (S; 3)

This course will focus on some practical problems in business ethics, making use of concrete cases to illustrate the ethical reasoning involved, and its application to actual situations. The emphasis will be on reaching as definite conclusions as possible on some contemporary problems in business ethics.

Offered Spring, 1981

Gerard C. O'Brien, S.J.

Pl 450 Phenomenology and Intersubjectivity (F; 3)

Communication between persons, dialogue, love—these are major categories in any attempt to analyze the roots of the social conflicts that beset the twentieth-century world. This course will examine the widely different attempts made by contemporary phenomenologists to explore the extent and limits of interpersonal relationships.

Offered Fall, 1980

Thomas J. Owens

Pl 451 Health Care Ethics (S; 3)

Starting from a reflection on the basic structure of moral judgement, the course will move into a discussion of two general areas of moral questioning concerning the care of human life: (1) questions arising from the development of technology and science having to do with genetic control, organ transplants, preventive medicine, and the ends of information-gathering about people; and (2) questions connected with the care of the sick and dying, the idea of health or human wholeness, the social structures affecting health care in hospitals, labeling, professional dominance, the experience of death, and abortion.

Offered Spring, 1981

Olivo Blonchette

Pl 452 Perspectives on Addiction (S; 3)

This course attempts to apply the ordering and integrating function of philosophy to the multifaceted problem of addiction. The chief focus is on alcoholic addiction, but includes addiction to other drugs as well.

Gerard C. O'Brien, S.J.

Pl 455 Kierkegaard and Nietzsche (F; 3)

Kierkegaard and Nietzsche are the two most important giants of thought in the nineteenth century and the two leading influences on contemporary thought. This course will study their lives and the predominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important writings.

Stuart B. Martin

Pl 458 German Existentialism (S; 3)

This course will study the profound analyses of modern man as expounded by the two leading figures of German Existentialism, Heidegger and Jaspers. The course will include introductory lec-

tures, student seminar reports and analyses of some of their major writings.

Offered Spring, 1981

John P. Rock, S.J.

Pl 462 Faith and Reason (F; 3)

A study of the relation of revealed religious Faith to Natural philosophical wisdom as it has developed in Western Civilization.

Offered Fall, 1980

Stuart B. Martin

Pl 467 Jean-Paul Sartre (S; 3)

An analysis of Sartre's early writings on imagination and consciousness. Emphasis will be placed upon his penetrating studies of freedom, bad faith and the sado-masochistic dimensions of interpersonal relations. Both literary and philosophical texts will be discussed.

Richard Cobb-Stevens

Pl 472 Science and Religion (F; 3)

The religious roots of ancient and modern scientific thought will be presented. The origins of the assumption that modern science and religion are basically incompatible will be traced, with a view toward a new understanding of their relation. Out of this new understanding, the possibility of religion's contribution to the problem of the misuse of science will be explored.

Offered Fall, 1980

Patrick H. Byrne

Pl 478 The Great Conversation (S; 3)

The history of Western philosophy viewed as a continuous story or debate, which the student must enter. After a short mini-course in practical logic, the course traces the main issues, arguments and problems of Western philosophy through Socrates, Plato, Aristotle, Plotinus, Augustine, Anselm, Aquinas, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, Kierkegaard, Nietzsche, Heidegger and Sartre, focusing on the role of human reason and the overcoming of skepticism.

Offered Spring, 1981

Peter J. Kreeft

Pl 481 Philosophy and Theology in Africa (S; 3)

Since the 17th Century, African thought about the world and about God has been constrained to develop itself in dialectical interplay with strong currents impinging on it from the outside. This course will examine the major parameters of this interplay as well as the results that can be observed in the writings of contemporary African philosophers and theologians.

Offered Spring, 1981

Thomas J. Blokeley

Pl 487 Thought of Martin Heidegger (S; 3)

A study of key texts of one of the most influential twentieth-century thinkers.

John P. Rock, S.J.

Pl 495 Metaphor and Interpretation (S; 3)

A metaphor is "a poem in miniature." Hence, a satisfactory analysis of metaphor requires a study of the creation of meaning in language. This course will bring together representative viewpoints on metaphor from the fields of linguistics, literary criticism and the philosophy of language. The role of metaphor in philosophic discourse will also be discussed.

Richard Cobb-Stevens

Pl 500 Philosophy of Marxism (F; 3)

The course lectures treat Marxism as a philosophy beginning with its roots in Hegel, and subsequently analyzing the philosophical ideas of the young Marx, and the contribution of Engels and Lenin. Finally, certain key philosophical themes such as the notion of the real and the nature of the human person will be related to the thought of current Soviet philosophers.

Offered Fall, 1980

Frederick J. Adelson, S.J.

Pl 502 Pre-Marxist Russian Philosophy (F; 3)

The course provides an historical survey of the various doctrines, insights, and trends in the pre-revolutionary Russian thought. A special attention will be given to the philosophy of Skovoroda, Chaadaev, Herzen, Dostoevsky, and Solovyov.

Offered Fall, 1980

Joseph L. Novickos

Pl 509 Marx and Weber: The Origins of Society (S; 3)

A comparison of the way in which these two men approach the question of the origin of modern society.

Offered Spring, 1981

David M. Rosmussen

194 / Description of Courses

PHILOSOPHY

Pl 510 Marx and Freud: The Death of Consciousness (F; 3)

An examination of the dialectic between society and consciousness as it occurs in the work of these two men and their followers.

Offered Fall, 1980 Dovid M. Rosmussen

Pl 520 Basic Marxist Thought (S; 3)

An examination of the development of the thought of Karl Marx from *The Economic and Philosophical Manuscripts* through *Kopitol*.

Offered Spring, 1981 Dovid M. Rosmussen

Pl 525 Revolution and Counter-revolt (S; 3)

There will be five general topics covered in the lectures: 1) Marcuse and the Neo-Marxists 2) The Modern Humanists, and the dying Liberals 3) The Problems of Methodology 4) The God Problem, 5) The Problem of Dialogue and Detente.

Offered Spring, 1981 Frederick J. Adelmonn, S.J.

Pl 528 Metaphysics of Praxis (F; 3)

A study of the concrete approach to transcendence through human action as found in Maurice Blondel's science of practice and its relation to practical science.

Olivo Blonchette

Pl 534 Community and Law (S; 3)

Starting from the understanding of "community" and "society" in sociological analysis, the course will move into a more radical reflection on community as an experience of liberation as well as of sociality, and from this reflection will attempt to account for the need of authority and law as the historical means for the good of communion.

Offered Spring, 1981 Olivo Blonchette

Pl 538 Law, Business and Society (F, S; 3)

This course is to explore the relationship and interaction among Law, Business and Society, i.e., among the political, economic and social spheres of human life.

Starting from the notion of law and (human) rights, the course will move into a critical reflection on various forms of societies—Greek, Medieval, Modern and Contemporary—as developed throughout history. It will examine how, in each of the above societies, law originated, developed and was manifested within concrete economic and social structures.

Francis Y. Soo

Pl 539 The Worldly Philosophers (F; 3)

This course considers the philosophy of the classical utilitarians, Bentham and Mill, and other early political and economic philosophers such as Hobbes, Locke, Malthus, and Adam Smith, both on their own merits and from the viewpoint of how these thinkers influenced the economic and political thinking of the present day.

Offered Fall, 1980 Gerord C. O'Brien, S.J.

Pl 540 Education and Revolution (S; 3)

A discussion of the origins of revolutionary action in the consciousness of oppression and in the effort to articulate common problems to be resolved by a community, and of the role of "educators" and "education" in fostering or frustrating this process. Readings will include Freire's *Pedagogy of the Oppressed*, Fanon's *The Wretched of the Earth*, Malcolm X's *Autobiography*, and others.

Offered Spring, 1981 Olivo Blonchette

Pl 541 America and the New Social Order (F; 3)

The question: is America undergoing a fundamental transformation towards a new social order as the press, intellectuals, political figures and others have argued, or is it firmly anchored in traditional and classical structures of thought and activity which are strong enough to resist the impending crisis brought on by rapid social change.

Offered Fall, 1980 Dovid M. Rosmussen

Pl 542 Science and Society (S; 3)

The course will explore the interrelation of scientific knowledge and technology, and the structures and institutions of society as found in a variety of historical and cultural settings. In particular the question of the use of scientific knowledge for good or evil in our present era will be posed.

Offered Spring, 1981 Potrick H. Byrne

Pl 545 Social Philosophy in Classical Antiquity (F; 3)

A study of ancient man's outlook on man-in-society and the polis starting from Hesiod and other early poets or other pre-Socratic

wise men down to Attic tragedy and the political philosophies of Plato, Aristotle and Cicero.

Offered Fall, 1980 Olivo Blonchette

Pl 547 Political Economy: The Basic Problems (S; 3)

Of all the domains of human philosophic endeavor, political economy seems to have been the last to free itself from its philosophic matrix. This course examines the evolution of political-economic thinking from Aristotle to Adam Smith, the Marxian critique, and the numerous Marxist and non-Marxist sequels to this critique.

Michael von Gogern

Pl 551 Freud and Existential Analysis (F; 3)

This course offers a philosophical analysis and comparison of the different methods of psychoanalysis developed by Freud and the existential analysts. Attention will be focused on such central themes as consciousness, freedom, responsibility, guilt.

Offered Fall, 1980 Richard T. Murphy

Pl 554 Philosophy of Poetry and Music (F; 3)

This course will deal with the history of poetry, painting, sculpture, architecture, music and dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art.

Joseph Flonogon, S.J.

Pl 561 Freud and Phenomenology (S; 3)

The course will present the chief principles and concepts belonging to the method of psychoanalysis developed by Sigmund Freud. After the close examination of his general psychological theory a philosophical critique of the Freudian method will be given from the phenomenological viewpoint. This critique will introduce a brief sketch of the phenomenological method as applied in existential analysis.

Richard T. Murphy

Pl 563 The Great Philosophers I (F; 3)

The course is designed for philosophy majors and interested seniors. It is an attempt to provide inquisitive and historically oriented students with a full year survey of the major thinkers in the Western tradition. The principal objective of this course is to trace the development of philosophy beginning with the pre-Socratics and moving up through the medievals to the moderns.

Joseph L. Novickos

Pl 564 The Great Philosophers II (S; 3)

This course is a continuation of the Great Philosophers I. The purpose of the present course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of cultural, social, and political life. This purpose demands more account of individual thought than is usually given by the historians.

Joseph L. Novickos

Pl 571 Art and Science (S; 3)

This course will explore possible relations between the humanities and the natural sciences. Special emphasis will be given to the shift from classical to contemporary scientific theories of time and space and their artistic analogues. The course is experimental and students will be encouraged to work on personal projects.

Offered Spring, 1981 Joseph Flonogon, S.J.

Pl 574 Approaches to Language (F; 3)

A comparative study of the different but complementary traditions in German, French and Anglo-Saxon philosophies of language. Emphasis will be placed upon the themes of symbolic expression underlying structural codes and the nature of the speech act. Essays by Cassirer, DeSaussure, Wittgenstein, Austin and Searle should provide a rich and varied backdrop for a discussion of the mystery of human speech.

Richard Cobb-Stevens

Pl 577 Introduction to Symbolic Logic (F; 3)

An introduction to formal logic, designed to familiarize students with the expression of ordinary statements in symbolic form, truth-tables, validity of arguments and proofs, quantification of predicates and relations (propositional functions). The importance and limits of logical thinking will be discussed.

Potrick H. Byrne

Pl 578 Philosophy of Mathematics (S; 3)

Prerequisite: Pl 577

A study of the formal foundations of arithmetic and geometry. Besides presenting in detail principles and theorems from these two areas, this course will investigate the nature of mathematical

thought operative in these presentations. The contribution of David Hilbert to the understanding of mathematical thinking will be stressed. The relation between mathematics and the sciences will also be discussed. Though no particular mathematical topics beyond high school geometry will be presupposed, familiarity with mathematical thinking will be helpful.

Patrick H. Byrne

Pl 580 Philosophy of the Cinema (S; 3)

The study of film has traditionally taken place in a closed universe of discourse unrelated to developments in the larger realm of aesthetics. This course will attempt to relate philosophical theories of interpretation—structuralism, phenomenology, psychoanalysis—to the study of film aesthetics. A series of films will be shown and discussed.

Offered Spring, 1981

Richard Cobb-Stevens

Pl 584 The Compleat Author: C. S. Lewis (F; 3)

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. This course is a "total immersion experience" in this remarkable man through his writings, aiming not primarily at him but at ourselves and our world seen through his eyes.

Peter J. Kreeft

Pl 594 Metaphysics (F; 3)

First philosophy, or metaphysics, is the core of philosophic activity, its subject-matter being expressed as "being as being." We will make it our task to examine all the central issues of metaphysical concern: what is being? what are the main traits of being as being? what are the main types of being? what are the fundamental operations of being as being? in what ways is being known? This systematic study will be complemented by some attention to the metaphysical principles of Aristotle, Thomas Aquinas, Nicolai Hartmann and Jean-Paul Sartre.

Offered Fall, 1980

Thomos J. Blokeley

Pl 602 Soviet Philosophy Today (F; 3)

Among contemporary philosophical trends, Marxism-Leninism stands out not only as the most extensive but also as the most threatened by modern developments in science and society.

We will examine its origins in the "classics of Marxism", its codification in the textbooks of the 1940's and 1950's, the 'de-Stalinisation', ending up in "peaceful coexistence" and "détente".

Emphasis will be on the Soviet ability to respond to the "scientific-technological revolution", to empirical sociology, to Freudian psychology, to East-European humanism, to dialogue and Christian renewal, as well as to more theoretical challenges; for example, from neopositivism and from neo-Marxism.

Offered Fall, 1980

Thomos J. Blokeley

Pl 615 British Empiricism (F; 3)

This course introduces British Empiricism through the examination of the works of Locke, Berkeley, and Hume. These authors will be considered within their historical context. Their influence on contemporary philosophies will be evaluated.

Richard T. Murphy

Pl 619 The Idea of Nature (F; 3)

An investigation of the evolution of the concept 'nature' (and of others, like 'cosmos', which are closely linked with it), from the ancient Greeks down to the present. These concepts have always played a key role in the thinking of both scientists and philosophers; the course will emphasize how each group has drawn on the insights of the other to extend and deepen its own understanding of the world.

Offered Fall, 1980

John V. Strong, S.J.

Pl 625 The Problem of Self Knowledge (S; 3)

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. Students will be invited to discover in themselves dimensions of their subjectivity which lead to resolution of fundamental issues. The work of Bernard Lonergan will serve as a guide.

Patrick H. Byrne

Pl 650 Russian Cultural Philosophy (F; 3)

This course provides an historical, continuing survey of the various

trends and developments in the pre-revolutionary, pre-Marxist Russian thinking. It seeks in every aspect of Russian thought the significance of culture for man and his social environment. A special attention will be given to the philosophy of Chaadaev, Lavrov, Chernyshevsky, and Dostoevsky.

Offered Fall, 1980

Joseph L. Novickos

Pl 668 Science and Philosophy Since 1600 (S; 3)

Since the seventeenth century, Western philosophy has been preoccupied with the question of the status of scientific knowledge. This course surveys this confrontation (particularly between the empirical sciences and the claims of metaphysics) as reflected in the writings of such authors as Bacon, Descartes, Newton, Leibniz, Berkeley, and Kant, as well as in the works of some of their lesser-known contemporaries.

Offered Spring, 1981

John V. Strong, S.J.

Pl 708 Pre-Socratics (F; 3)

An examination of Pre-Socratic thought with special attention to Parmenides and Heraclitus.

Hons-Georg Godomer

Pl 710 The Sophist Tradition (F; 3)

An investigation of the rise of higher education in Greece with special attention to the questions that Platonic philosophy intends to answer.

Offered Fall, 1980

Hons-Georg Godomer

Pl 713 Key Texts in Aristotle (F; 3)

A close reading of texts from Aristotle's *Ethics*, *Metaphysics* and *De Animo*.

Hons-Georg Godomer

Pl 728 Aristotle's Physics (F; 3)

Prerequisites: some previous and serious reading of Aristotle and a reading knowledge of a relevant language (Greek, Latin, German, French, Italian or Russian).

Now that natural science is frankly relativist and unabashedly probabilistic, how outmoded is Aristotle's cosmological vision? In the process of answering this question, we will want to look into the wealth of methodological detail to be found in this book and into Aristotle's fascinating accounts of space, time, motion, infinity, etc.

Offered Fall, 1980

Thomos J. Blokeley

Pl 747 Problems in Metaphysics (S; 3)

A detailed analysis of J. Owens, *An Interpretation of Existence*. Consideration will be given to the Kantian and Post-Kantian aspects of this issue.

Offered Spring, 1981

Normon J. Wells

Pl 748 Social Philosophy in Hegel (F; 3)

A study of the social dimension in Hegel's thought in the Jena writings, the *Phenomenology*, and the *Philosophy of Right*.

Offered Fall, 1980

Olivo Blonchette

Pl 750 Aristotle and Hegel (S; 3)

Despite his seeming modernity, Hegel dealt with all of the essential problems that exercised ancient thought. Our study of these two thinkers will aim at showing how Hegel's strange terminology hides the community of interests he shares with Aristotle.

Offered Spring, 1981

Thomos J. Blokeley

Pl 751 Medieval Philosophy I: Augustine to Anselm (F; 3)

A detailed examination of the classical positions taken on Faith and reason, knowledge, God and man.

Offered Fall, 1980

Normon J. Wells

Pl 752 Medieval Philosophy II: Bonaventure to Ockham (S; 3)

Continuation of the previous semester, Pl 751.

Offered Spring, 1981

Normon J. Wells

Pl 755 The Ontological Argument (S; 3)

An examination of the famous argument for the existence of God and the criticisms it has called forth from the time of St. Anselm to the present day.

Normon J. Wells

Pl 760 St. Thomas Aquinas (S; 3)

An in-depth study, both historical and systematic, both synthetic and analytical, of the methodology, metaphysics, theology, cosmology, epistemology, psychology, ethics, politics, and philosophy of history of the greatest synthesizer of Biblical and classical wisdoms, of Moses, Christ, Plato, Aristotle, and Augustine.

Offered Spring, 1981

Peter J. Kreeft

196 / Description of Courses

PHILOSOPHY

Pl 766 Medieval Epistemologies (F; 3)

An examination of the various doctrines of knowledge proposed in the Middle Ages by Bonaventure, Aquinas, Scotus and Ockham. Attention will have to be given to the Greek background of these issues in Plato and Aristotle as well as to the role of St. Augustine therein. Offered Fall, 1980
Normon J. Wells

Pl 770 From Religion to Philosophy (F; 3)

An exploration of the matrix of philosophy in the myth-centered and undogmatic religion of Greece with special attention to the Pre-Socratics and Plato. Offered Fall, 1980
Hans-Georg Godamer

Pl 777 Descartes and the Cartesian Tradition (F; 3)

A detailed analysis of the major themes of Descartes' philosophy and their impact on the Cartesian tradition. Normon J. Wells

Pl 780 The Perfection of the Universe According to Aquinas (S; 3)

A study of St. Thomas' dynamic concept of perfection and of the way he applies it to the universe in his philosophy of nature and of man as well as in his theology. Offered Spring, 1981
Olivo Blonchette

Pl 785 Critical Issues in Hegel's Phenomenology (S; 3)

The chief objectives of the present course are: (a) to locate the Phenomenology in the Hegelian system; (b) to identify the salient characteristics of Consciousness and Self-Consciousness, and especially those of Reason and Spirit; (c) to clarify the ambiguous and puzzling passages; (d) to re-examine the mutual implication of historicity and dialectics; (e) to investigate different forms of transition, especially the final transition from the Phenomenology to Logic. Joseph L. Novickos

Pl 796 Seminar: Hegel's Logic (S; 3)

A textual analysis of the first part of Hegel's System, starting from the Logic of Being and moving into the Logic of Essence, with special attention given to the method of Hegel's thought. Open only to graduate students. Olivo Blonchette

Pl 797 Seminar: Hegel's Logic II (S; 3)

Prerequisite: Pl 796
Continuation of Pl 796, a prerequisite. Textual analysis of the Logic of Concept as the culmination of Hegel's Logic leading into the Philosophy of Nature. Offered Spring, 1981
Olivo Blonchette

Pl 799 Readings and Research (F, S; 3)

By arrangement The Department

Pl 800 Kant (F; 3)

A close reading of Kant's First Critique. Joseph L. Novickos

Pl 801 Thesis Seminar (F, S; 3, 3)

By arrangement The Department

Pl 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed. By arrangement The Department

Pl 808 Law and State in Hegel and Marx (F; 3)

An examination of Hegel's Philosophy of Right in relationship to both Marx's early analysis of that work and his later theory of society. Also, consideration will be given to the contractual tradition and its analysis of law and state. Dovid M. Rosmussen

Pl 810 Kant's Critical Philosophy (F; 3)

In the Critique of Pure Reason Kant defines the limits of coherent and valid thinking about experience and reality. This course will essay to present the genuine analytical and critical achievement of Kant's work. Emphasis will be placed on Kant's critical and transcendental idealism as a metaphysics of experience. Offered Fall, 1980
Richard T. Murphy

Pl 822 Marx's Early Thought (S; 3)

The course will be a Seminar on the development of Marx's Early Thought concentrating on the period between 1842 and 1846. Textual study will be emphasized. Dovid M. Rosmussen

Pl 826 Wittgenstein, Ryle, Austin (F; 3)

Prerequisite: Pl 423
The major part of this course will take the form of a workshop whose aim is to provide a unified and coherent introduction into the thought of Ludwig Wittgenstein. Some possible implications of Wittgenstein's approach and method of philosophizing will be investigated by examining certain major works of Gilbert Ryle and J. L. Austin. Pl 423 or an equivalent introductory course in analytic philosophy is a desirable prerequisite. Richard T. Murphy

Pl 828 Hegel-Heidegger (S; 3)

An analysis and comparison of the major themes of Hegel and Heidegger. Offered Spring, 1981
Jacques M. Tominioux

Pl 830 Husserl and Transcendental Phenomenology (F; 3)

Husserl's development of a transcendental phenomenology will be examined in relation to Kant's transcendental idealism. Then Hume's contribution to Husserl's radical subjectivism will be evaluated in light of Husserl's criticism of Kant. Offered Fall, 1980
Richard T. Murphy

Pl 840 Aesthetics (S; 3)

An analysis of contemporary aesthetic theories and their application to the history of painting, music and architecture. Offered Spring, 1981
Joseph Flonogon, S.J.

Pl 841 The Structure of Finite Being (F; 3)

A detailed analysis of the famous 31st Disputation of Francisco Suarez, his history of the question and his critique thereof. Offered Fall, 1980
Normon J. Wells

Pl 843 Social Justice and the Division of Labor (S; 3)

If there is a central notion in contemporary social-political philosophy, it is the division of labor. This seminar explores the various approaches to social philosophy in general and social justice in particular from the viewpoint that what differentiates them is the role played by the notion of the division of labor. Michael von Gogern

Pl 845 Husserl and Merleau-Ponty (S; 3)

Beginning with a description of the phenomenological method itself this course will contrast the theories of reduction formulated by Husserl and Merleau-Ponty. From this contrast will emerge the conflicting views of both philosophers on the pivotal notion of the pre-reflective consciousness or Cogito. Offered Spring, 1981
Richard T. Murphy

Pl 850 Cultural Hermeneutics (F; 3)

This course will examine the emergence and development of contemporary hermeneutical theories during the nineteenth century. The notions of "historicity" and "linguisticity" will be traced from Hegel up through Heidegger and Gadamer. Offered Fall, 1980
Joseph Flonogon, S.J.

Pl 855 Seminar: Heidegger I (F; 3)

A close textual analysis of Being and Time, focusing on Heidegger's epochal insights on man, world, time and being. Thomas J. Owens

Pl 856 Seminar: Heidegger II (S; 3)

This is a continuation of the fall semester Heidegger I (see Pl 855), and open only to students who have participated in that course. This semester will be concerned with a consideration of selected works from Heidegger's later period. Thomas J. Owens

Pl 862 The Religious Thought of Kierkegaard (S; 3)

Kierkegaard offers us new insights, new categories, original approaches to the problems of Faith vs. Reason; of Truth, of personal growth, of the encounter with Transcendence, etc. The course will be conducted partly by lecture, partly by seminar and discussion. It will study such works of Kierkegaard as Fear and Trembling, Philosophical Fragments, Concluding Unscientific Postscript and Sickness unto Death. Offered Spring, 1981
John P. Rock, S.J.

Pl 865 Husserl and Hume (S; 3)

This course will offer a historical and doctrinal study of Edmund Husserl's relations to David Hume. It will show that Husserl moved away from Kant to Hume so that for the later Husserl the problem is to found the sense of the "world" in the evident intentional life of

the concrete ego. It will be asked whether Husserl was any more successful than Hume in escaping transcendental solipsism.

Richard T. Murphy

Pl 880 Oriental Religions (F; 3)

The single fundamental question of oriental religions—the question of self-identity—will be examined in its Hindu, Buddhist, Taoist, and Zen manifestations, using both primary (scriptural) sources and Western interpreters.

Offered Fall, 1980

Peter J. Kreeft

Pl 930 Critical Theory (S; 3)

An investigation of Critical Theory as it occurs in the so-called Frankfurt School. We will examine the foundations of Critical Theory in Marx and the developments of Critical Theory in Adorno, Horkheimer and Habermas.

Offered Spring, 1981

Dovid M. Rosmussen

Pl 933 Justice and Equality (F; 3)

An examination of various theories of justice in the light of social theory. In addition to some of the classical theories special attention will be given John Rawls's *A Theory of Justice* along with contemporary theories of distributive justice. Some attempt will also be made to see whether such theories are relevant to our historical social reality.

Offered Fall, 1980

Olivo Blonchette

Pl 935 Materialism, Dialectical and Historical (S; 3)

Historical materialism, or the "materialist concept of history", is the core of Marxism. Dialectical materialism is Engel's contribution to filling out this core of Marxism. We will begin with the central categories of histomat: the forces and means of production, base and superstructure, ideology, class conflict and class consciousness, revolution and final Communism.

Offered Spring, 1981

Thomos J. Blokeley

Pl 936 Capital: Volume I (F; 3)

A seminar on Volume One of *Copitol*. The course will concentrate both on the methodology of *Copitol* and the significance of the work for social philosophy.

Offered Fall, 1980

Dovid M. Rosmussen

Pl 950 Social Phenomenology (S; 3)

An examination of the phenomenological tradition of social thought as it is represented by the problems of the later Husserl and as it is developed by Alfred Schutz.

Offered Spring, 1981

Dovid M. Rosmussen

Pl 953 Modern Social Philosophy (F; 3)

The course will concentrate on the foundations of social philosophy in modern thought. The five traditions that inform modern social thought will be examined, namely, the contractual, the empirical, the utilitarian, the idealistic and the dialectical.

Offered Fall, 1980

Dovid M. Rasmussen

Pl 961 Seminar: Bioethics (S; 3)

A critical examination of the relation between technology and medicine and its ramifications in health care with special concentration on issues where this relation seems most crucial, such as specialization, transplant surgery, experimentation and health care management.

Offered Spring, 1981

Oliva Blonchette

Pl 965 Ethical Theory (S; 3)

A critical examination of the ethical theories of Plato, Aristotle, Augustine, Aquinas, Kant and Scheler.

Offered Spring, 1981

Joseph Flanagan, S.J.

Pl 966 De Anima: Aristotle and Aquinas (F; 3)

The issue is rational psychology and the thesis is that nowhere was it better developed than in the work of "the Philosopher" and his main medieval commentator. We will concentrate on Aristotle's book on the soul and on Aquinas' similarly named work. Seminar work will be done on the nature of the soul, its functions, its destiny; as well as on what has become of all these questions in the centuries since the heyday of rational psychology.

Thomas J. Blakeley

Pl 970 Logic and World (S; 3)

Kant, Husserl, and the early Wittgenstein saw in logic the "key" to an insight into the essential structure of the world. Their appeal to

logic as "mirror of the world" will be examined and evaluated. Then, an over-all critique will undertake to assess the feasibility of a transcendental logic. Some acquaintance with the three philosophers mentioned, especially Kant, would be helpful, but is not an absolute prerequisite.

Offered Spring, 1981

Richard T. Murphy

Pl 973 Problems in Metaphysics (F; 3)

An examination of contemporary positions on Existence and Being in the light of the history of metaphysics in Western Philosophy.

Offered Fall, 1980

Normon J. Wells

Pl 979 The Materialist Conception of History (S; 3)

The materialist conception of history succeeded the idealist conception of history which, in turn, had displaced the Christian vision. We will examine—in a seminar format—the various dimensions of the "turn to history" in the neo-Augustinianism of the late Middle Ages, in various Renaissance thinkers (the "utopians"), in some "pre-modern mystics", in German idealism, in neo-Kantianism and, finally, in Marxism and neo-Marxism.

Offered Spring, 1981

Thomos J. Blokeley

Pl 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Physics (Ph)

Courses numbered below 200 are introductory courses directed generally at non science majors or A.B. physics majors. These courses have no prerequisites and utilize no mathematics beyond ordinary college entrance requirements. Introductory physics courses may be used to fulfill the university science core requirement. The courses Ph 211–212 Introduction to Physics I, II (Calculus) and Ph 203–204 Introductory Physics Laboratory I, II are required of all B.S. science majors. Courses numbered above 301 are advanced offerings primarily for physics majors.

Introductory Courses (Core)

Ph 111–112 Physics for the Curious I, II (F, S; 3, 3)

This course is designed to introduce the non-technically oriented student to physics. The scientific view of the world and the process by which physical laws are discovered will be examined with a historical perspective. The impact on society and upon methods of thought and investigation of such great scientific ideas as Galileo's conception of motion and Einstein's theory of relativity will be broached. Areas of study include the microcosm of atoms and particles, planetary motion and structure of the solar system, the super macrocosm of stellar media, the modern conception of light, radiation and lasers. Recommended laboratory (optional): Ph 101–102

Baldassare DiBartolo

Ph 115–116 Structure of the Universe I, II (F, S; 3, 3)

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include: structure and evolution of the solar system; physics of the sun and planets; space discoveries; creation and structure of stars and galaxies; relativity and cosmology; extraterrestrial life; astronomical concepts.

Michael Heinemann

Ph 130 Ideas of 20th Century Physics (F; 3)

A course for non-science majors who wish to become conversant with some of the leading ideas in contemporary science that have had a major impact on the modern world, presented in a way that a non-mathematically inclined student can understand. Some of the topics covered include the new ideas of space and time in Einstein's relativity, the non-intuitive concepts of causality in quantum physics, applications of these to atomic physics, nuclear weapons and nuclear power, and the highly exciting new discoveries and theories in space, such as pulsars, quasars, and black holes.

Robert L. Becker

198 / Description of Courses

PHYSICS

Ph 131 Conceptual Development of Western Science (S; 3)

A course for students who do not necessarily have a professional interest in science. The main focus of the course is an exposition of the principal concepts that define modern physical science. These concepts are studied in terms of their grounding in natural philosophy and in terms of their relation to the overall cultural setting of western civilization. Also, western science is viewed as one particular world view and description of nature, with reasonable alternatives. Historically, special emphasis will be placed on the Greeks, the rediscovery of Classical thought in the 13th century, and on the Scientific Revolutions of the 17th and 20th centuries.

Rein A. Uritom

Ph 132 The Art of the Scientist: A Quest for Understanding the Physical Universe

The nature of physical theories, their philosophical foundations and their evolution will be the major themes of this course. The basic concepts of Classical Mechanics, Field Theory, Relativity Theory, and Quantum Mechanics will be presented and developed as needed. The same will be true of the mathematical and philosophical aspects of the subject. The emphasis of the course will be on the art of the sciences rather than on their techniques. No specialized prerequisites apply to this course.

Ph 136 Space Exploration: Discoveries and Frontiers (F; 3)

Space exploration of the past two decades has produced startling discoveries. This course will: (1) review the discoveries made throughout the solar system (or "earthspace"), (2) discuss planned satellite projects for the next decade, and (3) conjecture on future directions and possibilities. Topics will include: (1) the sun, the solar wind, auroras and the earth's magnetosphere, pulsations from Jupiter, and other planetary discoveries; (2) NASA's plans for the coming decade including uses of the Space Shuttle; (3) future possibilities including solar power from space, utilization of non terrestrial materials, and space colonization. Physical concepts will be developed in context. Audio visual materials (slides, film) will be used extensively. This is a one semester, core science offering.

R. L. Corovillono

Robert H. Eother

Ph 138 Science and Theology (S; 3)

A study of the interrelationships existing between man and nature and God and nature, as conceived by the scientist and by the theologian. Scientific theories of the origin and continuing existence of the universe will be related to the nature and action of a Supreme Being on a material world. Coordination of physical and theological concepts will be achieved through the use of elementary logical and metaphysical principles.

John Kinnier, S.J.

Ph 168 Physical Principles in Medical Technology and in the Delivery of Health Care (S; 3)

A course primarily designed for students in the School of Nursing consisting of an examination of physical principles of instrumentation and practices commonly employed in medicine, such as traction, blood circulation, fluid pumps, suction and drainage, temperature measurements, optics of the eye, ultrasound, display instruments including graphic recorders and cathode ray tubes, electrocardiography and pacemakers, X-ray and nuclear radiation. Demonstration of medical instruments. Films on relevant topics will be shown.

Joseph H. Chen

Ph 171-172 Energy and the Environment, a Technoscientific Perspective I, II (F, S; 3, 3)

A course primarily for non-science majors in which the cultural, historical and scientific origins of our contemporary technological society are explored; the fundamental principles of energy utilization examined; and the impact of technology on resources and the environment studied. Emphasis is on the people and processes of science-technology, and on the fundamental limitations to the availability of energy as a background to the investigation of problems of population, resources, and pollution. Three lectures per week.

George J. Goldsmith

Ph 183-84 Foundations of Physics I, II (F, S; 3, 3)

An introduction to the principal concepts of classical and modern physics. Elementary algebra is used in this course but emphasis is on physical understanding rather than mathematical manipulation. Topics include mechanics, electricity and magnetism, heat, sound, optics, and some revolutionary 20th century ideas in relativity and

quantum physics and their application to the subatomic world. Recommended Laboratory (optional): Ph 101-102. Robert L. Becker

Ph 199 Special Projects (F; S)

Individual programs of study and research under the direction of physics faculty members. Credits and requirements by arrangement with the approval of the chairperson.

The Department

Ph 211-212 Introduction to Physics I, II (Calculus) (F, S; 4, 4)

Prerequisite: Mt 100-101 (may be taken concurrently).

First Semester: An introduction to classical mechanics, including Newton's laws, energy, angular motion, oscillations and gravitation; wave motion acoustics, the kinetic theory of gases and thermodynamics. Second Semester: The fundamentals of electricity and magnetism, electrical and magnetic properties of matter, electromagnetism, electrical and magnetic properties of matter, electromagnetic oscillations and waves, geometrical optics and optical instruments, the wave properties of light, and selected topics in modern physics. Four lectures per week. Recommended laboratory (optional): Ph 203-204.

Francis Liuiimo, S.J.

Francis McCoffrey

Dennis P. Pochecho

Solomon Schwebel

Electives (General)

Ph 213 Introduction to Physics III (Modern Physics) (F; 3)

Prerequisite: Ph 211-212 or equivalent.

A continuation of Ph 211-212, developing the fundamentals of modern physics; special relativity, the wave-particle duality, quantum description of a particle, the structure of simple and complex atoms and of molecules, solids and nuclei, elementary particles. (Not intended for B.S. physics majors who are expected to enroll in Ph 321-322).

Robert L. Becker

Ph 225 Current Problems in the Environment

Prerequisite: Ph 171-172 or permission of the instructor.

A seminar course on current environmental problems such as nuclear reactor safety, the environmental impact of increased coal utilization, and offshore oil exploitation. Enrollment limited to 20 students.

Ph 248 Computer Applications in Natural Sciences (S; 3)

Prerequisite: Ph 211-212 and calculus beyond the level of Mt 100-101.

This course is designed to expose students to computer methods. The student learns programming in both an advanced scientific language, FORTRAN, and in an assembly language. Some useful programming techniques are also presented, as well as the IEEE Standard, 485-1975, "Digital Interface Standard for Programmable Instrumentation", by which scientific instruments and computers may interact with each other. FORTRAN is chosen as the programming language to be used in the course because of its wide acceptance in scientific applications, and because so many programs have already been written in that language that can be modified or applied directly to any given scientific problem. Applications such as numerical approximations, fourier transforms, optimization, simulation and graphics are developed. Assembly language for one minicomputer system is given. Here the real-time applications are emphasized. The student learns how the computer sends and receives information to or from an instrument that has been manufactured or modified to be compatible with the IEEE interface standard. Applications such as digital meters, plotters, counter-timers, and signal generators are discussed.

Robert L. Becker

Ph 301 Introduction to the Principles and Techniques of Photography (F, S; 3, 3)

This course is designed to provide students in the arts, sciences and humanities with a working knowledge of photographic techniques and of the use of photography as a medium for artistic expression. It covers the techniques for utilization of common photographic equipment and materials as well as photography's historical origins and physical fundamentals. Practical experience in darkroom procedures and in the utilization of various types of photographic apparatus is provided through laboratory exercises. No previous background in science or math is required. Enrollment limited. Two lectures and one laboratory period per week. Lab fee: \$50.00.

George J. Goldsmith

Laboratory Offerings

Ph 101-102 Basic Laboratory I, II (F, S; 1, 1)

A course which provides laboratory demonstration of physical principles and demands minimal use of mathematics in interpreting the results of experiments or demonstration experiments. One two-hour laboratory period per week. Lab fee: \$25.00. *Francis Mc Caffrey*

Ph 203-204 Introductory Physics Laboratory I, II (F, S; 1, 1)

A laboratory course which provides an opportunity to perform experiments on a wide range of topics in mechanics, electricity and magnetism, optics, acoustics, heat, and modern physics. One two-hour laboratory period per week. This lab is intended for students in Ph 211-212. Lab fee: \$25.00 *Francis McCaffrey*

Ph 405-406 Physics Laboratory I, II (F, S; 1, 1)

Selected experiments in atomic, nuclear and solid state physics, electronics, and spectroscopy designed to familiarize the student with experimental methods. Primarily for physics majors. Others may be admitted with permission of the instructor. One laboratory period per week. Lab fee: \$50.00. *The Department*

Ph 505-506 Experimental Physics I, II (F, S; 1, 1)

A continuation of Ph 406 with emphasis on contemporary physics problems. Primarily for senior physics majors. Others may be admitted with permission of the instructor. One laboratory period per week. Lab fee: \$50.00. *The Department*

Electives (Primarily for Majors)

Ph 321 Introduction to Relativity and Quantum Physics (F; 4)

A study of the structure of matter according to quantum principles: thermal radiation and Planck's postulate; photon properties; relativity; wave-particle duality; the Bohr atom; introduction to wave mechanics; simple solutions to the Schrodinger equation.

John Kinnier, S.J.

Ph 322 Introduction to Thermal and Statistical Physics (S; 4)

A study of the structure of matter according to classical and quantum principles: basic probability concepts; the application of statistical ideas to systems of particles in equilibrium; the interrelation of atomic concepts and general macroscopic thermodynamics; methods of statistical mechanics and applications to simple systems.

John Kinnier, S.J.

Ph 327 Applied Physics (F; 3)

Prerequisites: Ph 211-212 and Mt 100-101 or permission of the instructor.

Physical principles and contemporary applications pertaining to various electronic, optical, and opto-electronic devices. Topics will include: properties and circuitry of vacuum tubes and transistors; the preparation of single crystal, polycrystalline, thin film, and amorphous materials; their application to data processing; optical and electronic information handling; the generation of coherent light (lasers); the detection of electromagnetic radiation and its transmission through free space, cables, and optical fibers.

*George Goldsmith
Francis Liuimo, S.J.*

Ph 332 Optics (S; 3)

A treatment of geometrical, physical, and modern optics, with emphasis on the latter areas including applications. Optical systems, Fraunhofer and Fresnel diffraction, interference, polarization, Fourier transform spectroscopy, holographs, and lasers.

Robert L. Becker

Ph 399 Scholar's Project (F; S)

Reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the approval of the chairperson.

The Department

Ph 401 Mechanics (S; 4)

Classical mechanics, relativity, and applications at the intermediate level. Statics and dynamics of a rigid body in a plane. Motion in a central field. Accelerated reference frames. Rigid body in three dimensions; the top. Small oscillations, normal coordinates. Wave motion. Generalized coordinates; Lagrange's and Hamilton's equations.

Solomon Schwebel

Ph 402 Electricity and Magnetism (F; 4)

Electricity and magnetism at the intermediate level. Electrostatics; Laplace's equation. Magnetostatics. Maxwell's equations; electromagnetic waves. Electron theory; dispersion; theory of the dielectric constant. Electromagnetic radiation.

Joseph H. Chen

Ph 411 Atomic and Molecular Physics (F; 4)

A course at the intermediate level: Simple and multi-electron atoms; Schrodinger equation; Pauli principle; atomic spectra, Zeeman and Stark effects; selection rules; X-rays; molecular physics.

Rein A. Uritom

Ph 412 Nuclei and Particles

A course at the intermediate level: Structure of the nucleus. The neutron; the deuteron. Alpha decay; beta decay. Nuclear models. Nuclear reactions; collision theory. Nuclear forces. High energy physics; systematics and properties of elementary particles; symmetries.

Ph 421 Molecular Structure and Spectra (F; 3)

This course will present a treatment of the electronic, vibrational and rotational spectra of molecules and will relate these spectra to the symmetry and structure of these systems. This treatment will include both absorption and emission of radiation, selection rules, and Raman scattering. Elements of chemical kinetics of simple molecules will also be presented.

Baldassare Di Bartolo

Ph 425 Introduction to Solid State Physics

Prerequisite: Mt 100-101; one year of physics.

A survey of solid state physics, including: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical and magnetic properties of solids. Physical characterization of materials. Open to all science majors.

Ph 432 High Energy Physics (S; 3)

A course that surveys the historical and conceptual development of ideas about the subnuclear realm. Topics include kinematics of high-energy reactions, particle properties and schemes of systematizing particles, invariance principles and symmetries, selection rules, interaction types, especially the weak and strong. Special relativity will be developed as needed.

Gabor Kalman

Ph 480 Introduction to Mathematical Physics (S; 3)

Determinants, matrices and their application to the solution of linear differential equations. Other areas to be studied are: complex variables, Fourier series, Laplace and Fourier transforms.

Solomon Schwebel

Ph 515 Physics of Fluids (S; 3)

Prerequisite: Mt 300-301 or equivalent

This course is intended to expose the student to non-linear phenomena and properties of continuous media. Elements of fluid dynamics, compressible flow, acoustics, shock waves; Navier Stokes equation; hydromagnetism.

Pradip M. Bakshi

Ph 525 Plasma Physics

Introduction to the problems, methods and concepts of plasma physics. Applications to controlled fusion research and space and astrophysical situations. Particle motions, fluid and kinetic models. Equilibrium and stability of plasma configurations. Plasma waves. Radiation from plasmas.

Ph 535-536 Projects in Experimental Physics I, II (F, S; 3, 3)

Prerequisite: Permission of chairperson.

Individual research problems in atomic, nuclear, and solid state physics. Advanced studies in the application of contemporary techniques to experimental physics. One lecture and two laboratory periods per week. Lab fee: \$50.00.

The Department

Ph 599 Readings and Research in Physics (F; S)

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Credits and requirements by arrangement with the approval of the chairperson.

The Department

Ph 610 Coherent Optics and Lasers (S; 3)

A course at the advanced undergraduate and graduate level; Huygen's principle, Fourier transforms, array theorem, image formation and impulse response, resolution, the transfer function, diffraction and interference with partially coherent light, image forma-

200 / Description of Courses

PHYSICS

tion with coherent light, coherent optical data processing, holography, various types of lasers and their applications.

Joseph H. Chen

Ph 615 Astrophysics and Cosmology (F; 3)

The overall structure of the Universe: galaxies, clusters, stars. Outlines of general relativity. Principles of stellar evolution. Hydrostatic equilibrium, radiative transfer, nuclear processes. Late phases of stellar evolution: White dwarfs and neutron stars. Black holes. Pulsars. Galactic structure. Quasars. Cosmological theories and their tests.

Gabor Kalman

Graduate Courses

Ph 700 Physics Colloquium (F, S; no credit)

A weekly discussion of current topics in physics. No academic credit; no fee.

Ph 707-708 Physics Graduate Seminar I, II (F, S; 1, 1)

Discussion of special problems and topics from the current literature.

Baldossore DiBortolo

George J. Goldsmith

Ph 711 Classical Mechanics (F; 4)

Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media.

Pradip M. Bokshi

Ph 721 Statistical Physics I (F; 3)

The classical laws and concepts of thermodynamics with selected applications; kinetic and statistical basis of thermodynamics; H-Theorem; the Boltzmann transport equation; transport phenomena.

Gabor Kolman

Ph 722 Statistical Physics II (S; 3)

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; selected applications.

Gabor Kolman

Ph 732 Electromagnetic Theory I (S; 4)

Physical basis for Maxwell's equations; electrostatics and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena; point charge motion in external fields.

Baldassare Di Bortolo

Ph 733 Electromagnetic Theory II (F; 4)

Radiation theory; gauge choices and transformations; Lienard-Wiechert potentials; dispersion and scattering theory; special theory of relativity; covariant electrodynamics; spin and angular momentum of the electromagnetic field; selected applications.

R. L. Corovillano

Ph 741 Quantum Mechanics I (S; 4)

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle.

Pradip M. Bokshi

Ph 742 Quantum Mechanics II (F; 4)

Interaction of radiation with matter; selection rules; second quantization; Dirac theory of the electron; scattering theory.

Rein A. Uritam

Ph 799 Readings and Research in Physics (F, S; credits by arrangement)

By arrangement

The Department

Ph 801 Physics Thesis Research (F, S; 3, 3)

A research problem of an original and investigative nature.

By arrangement

The Department

Ph 802 Physics Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Research but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

Ph 835 Mathematical Physics I (F; 3)

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions.

Solomon Schwebel

Ph 836 Mathematical Physics II

Green's functions, complex variables, linear operator theory and other topics.

Ph 847 Solid State Physics (F; 3)

Periodic structures of solids, lattice waves, electron states, electron-electron interaction, transport properties, optical properties, the Fermi surface, magnetism and superconductivity.

Joseph H. Chen

Ph 860 Plasma Physics

Basic concepts of plasma physics; Debye length and plasma oscillations; ionized fluid flow equations; the hydromagnetic approximation; Alfen waves; selected applications of astrophysical and geophysical importance.

Ph 870 Space Physics

A selection of current research topics in space physics, such as: magnetospheric structure; the aurora; wave-particle interactions; principles of convection and reconnection; magnetospheric-ionospheric coupling.

Ph 880 Astrophysics

Summary of observed stellar properties. Principles of the evolution of stars. Energy generation, radiative transfer, hydrostatic, equilibrium. Late phases of stellar evolution: white dwarfs, neutron stars. Radio emission from the sun and pulsars. Plasma astrophysical problems.

Ph 930 Advanced Topics in Solid State Physics

Prerequisite: Ph 847 or the equivalent.

The topics studied depend upon the interests of the students.

Ph 950 Group Theory

Basic concepts; point symmetry groups; selected applications in quantum and elementary particle theory.

Ph 970 Quantum Mechanics III (S; 3)

Formal theory of scattering of Dirac particles; quantum electrodynamics; S-matrix theory, generalized symmetry principles and conservation laws.

Rein A. Uritam

Ph 975 Many Body Physics

An introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems and on modern approximation methods. Noninteracting and interacting Fermi and Bose systems; electron gas, nuclear matter, etc.; superconducting Fermi systems; response functions; many body Green function methods.

Ph 980 Elementary Particle Physics

Properties and systematics of elementary particles; scattering, decays, resonances. Symmetry principles, classification schemes; theory of strong, weak and electromagnetic interactions, dispersion relations, field theory and recent developments.

Ph 990 Topics in Physics (S; 3)

Topics in theoretical or experimental physics. This course will be given in accordance with the current research interests, activities and needs of the students and faculty of the Department.

R. L. Corovillano

Ph 992 Advanced Topics in Mathematical Physics

Emphasis will be on systematic development of mathematical techniques, with wide-ranging applications to important physical problems serving to illustrate the underlying essential common features. Particular topics to be covered will depend on the interests of the audience.

Ph 999 Physics Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. Doctoral candidates must enroll each semester.

Political Science (Po)

Core Courses: Introductory

Students may take only one of these sequences.

Po 021-022 American Government (F, S; 3, 3)

This course is an extended treatment of the essentials of American Government (national, state, local), and of selected policy issues. Counts toward core requirement.

Not Offered 1979-80

Koy Schlozmon

Po 025 Politics and Government in America (F; 3)

This course will serve as an introduction to American national political structures and processes. Topics covered include political parties, pressure groups, Congress, the Presidency, the bureaucracy and the Supreme Court. Attention will be given to contemporary political developments as they illustrate typical patterns of American politics. Note: Not open to students who have taken Po 061. Counts toward core requirement.

Koy Schlozmon

Po 041-042 Fundamental Concepts of Political Science (F, S; 3, 3)

Introduction to the study of government systems, basic political concepts and political science as a scholarly discipline. For majors only. Counts toward core requirement.

Christopher J. Bruell

Kenneth Grossberg

Dennis Hole

Mork Heller

Morc Landy

Donald J. Moletz

Morvin Rintolo

Po 061 Perspectives on American Democracy: The Organization Of Power (F; 3)

Po 061 and 062 are designed as a year-long sequence providing a complete and integrated introduction to the workings of American politics; however, either semester course may be taken separately if desired. Po 061 analyzes the American political system with particular attention to how constitutional structure and procedure operate to allocate power and influence among competing interests in society. Stress is on those aspects of the system that make it work the way it does, and on the moral pro's and con's of both process and results. Counts toward core requirement.

Dovid R. Monworing

Po 062 Perspectives on American Democracy: Major Issues of Public Policy (S; 3)

Public policies in selected areas (including monopoly control, labor-management relations, protection and promotion of civil rights, land and water management, social welfare, delivery of health and education services) will be surveyed. Examination of cultural, social and political factors will attempt to demonstrate how public policies are defined, resolved and administered, and by whom. For non-majors. Counts toward core requirement.

Gary P. Brozier

Po 071 Political Classics (F; 3)

A one-semester introduction to the study of political matters through the careful analysis and discussion of several outstanding writings, ancient and modern. Special emphasis is given to the problem of determining the nature, aim and forms of political community. Readings will be drawn from Plato, Shakespeare, Machiavelli, Bacon, Locke, Lincoln, Marx, Churchill, Orwell. The class will divide into small discussion sections on Fridays. Counts toward core requirement. Non-majors only.

David Lowenthal

Special Undergraduate Courses

Un 201 Urban Affairs Symposium (S; 3)

Prerequisite: Completion of one of the following or their equivalent: Ec 394, Hs 565, Po 311, Sc 175.

This course provides the core of the Urban Affairs concentration and is required of those students in the program. The purpose of the course is to bring together students, faculty, and practitioners, from a wide variety of disciplines and endeavors, to address the problems currently facing our metropolitan centers. Problems such as urban unemployment and poverty, political fragmentation, housing and

transportation will be considered. Such problems shall emerge and response will be designed in the context of a "gamed" environment in which students take on roles and actions which a simulated city would require. Through the use of gaming simulation techniques in conjunction with the usual lectures and discussion groups the integrated and "interdisciplinary" nature of urban phenomenon will emerge. Hopefully, solutions to urban difficulties which remain hidden from the restricted vision of single disciplines will appear.

Martin Lowenthal, et al

Po 281 or 282 Individual Research in Political Science

(F or S; 3, 3)

One semester of research under the supervision of a member of the department and culminating in a long paper or some equivalent. The permission of teacher desired must be solicited.

The Department

Po 291-292 Senior Honors Program in Political Science (F, S; 3, 3)

A year of individual research, culminating in a thesis. For selected seniors. Time to be arranged jointly by each student and his or her advisor.

The Department

UNDERGRADUATE ELECTIVES

Undergraduate seminars, listed at the end of each of the four fields, meet once a week and are limited to twenty students, primarily juniors and seniors.

American Politics

Po 302 American National Government (S; 3)

This is a survey of American national government and politics. Among the topics treated are: the constitutional founding, Congress, the Presidency, the Supreme Court, political parties and elections, and civil liberties and equality. An intensive core course; not open to freshmen.

Robert Scigliano

Po 303 The Modern Presidency (F; 3)

An investigation of the development of the Presidency in the Twentieth Century. Special attention will be given to the manner in which the activist presidents from Teddy Roosevelt to Jimmie Carter have attempted to reconcile the role of domestic steward with that of world leader. Note: Not open to students who have taken Po 304.

Offered 1980-81

Morc Londy

Po 304 American Presidency (S; 3)

An examination of the American Presidency in the views and actions of major Presidents; in electoral politics; and in relations with Congress, the courts, and the executive bureaucracy. Special attention will be given to an analysis of styles of Presidential leadership. Note: Not open to students who have taken Po 303.

Robert Scigliano

Po 305 State and Local Government (F; 3)

Analysis of state constitutions, legislative, executive, and judicial organization and procedures; political parties, political interest groups and elections; state-local government relations; personnel, finance, and major functions.

Gary P. Brazier

Po 307 American Parties and Elections (F; 3)

A general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the role of the media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of the issues, personalities and campaign tactics involved in recent elections. Emphasis will be placed upon the election as a form of democratic control and the role of parties in the functioning of democracy.

Kay Schlozmon

Po 308 Public Administration (S; 3)

This is a general survey of the theory and practice of administration in the public sector. Among the topics treated are: theories of organization and administration, leadership, communication, budgeting, administrative law, personnel practices, and public unionism. Special emphasis will be placed upon encouraging the student to develop an understanding of the problems and potential of administration in public organizations.

Dennis Hole

202 / Description of Courses

POLITICAL SCIENCE

Po 309 The Legislative Process (F; 3)

This course examines the policy making process in American legislatures. It focuses primarily on the U.S. Congress. The course attempts to assess the impact of the following factors on the legislative process: committee structure, interest groups, individual personality, established procedure, legislative elections, legislative staff, the Executive, and party leadership.
Not offered 1979-80

The Department

Po 310 Politics and the Administration of Justice (S; 3)

Intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights. A discussion section will be run for graduate students, given sufficient demand. Not open to students who have taken Po 313-314.
Offered 1980-81

David R. Manwaring

Po 311 Urban Politics (F; 3)

This is a general survey of the political institutions, decision-making processes, and public policies of urban areas. Among the topics treated are: the economic and political development of the urban community; the nature of political cleavage and conflict in urban areas; the institutions and decision-making processes of urban governments; the public policies of the cities; and an assessment of political alternatives for the governing of urban areas. *Dennis Hole*

Po 313 Political Life in American Democracy (F; 3)

This course will consider the political life of the ordinary American citizen focusing upon such questions as how citizens learn about the political system, how they participate in political life and what they think about political issues. Attention will be given to the special concerns and approaches of certain politically relevant social groups such as students, blacks, women, and white workers. Special emphasis will be placed on the question of how much difference the preferences and opinions of ordinary citizens should and do make in American democracy.
Not offered 1979-80

Kay Schlozman

Po 315 Topics in American Politics: The President, Congress and the War Power (F; 3)

A study of the role of the President and Congress in foreign policy, particularly with respect to the use of military force. The course considers the intention of the Founding Fathers and political practice from the late eighteenth century to the present. *Robert Scigliano*

Po 319 National Security Policy (F; 3)

An analysis of basic security policy issues facing the United States in a nuclear world, with specific reference to such contemporary matters as current nuclear strategic policy, arms limitation, American military commitments abroad, and the relationship of the military to a democratic society. (Fulfills departmental distributional requirement in either American or International Politics.)

Donald L. Hafner

Po 320 Debates on Civil Liberties (S; 3)

Instructors will debate policy alternatives in the area of church-state relations, freedom of speech and press and defendant's rights. Historical, legal and philosophical materials are used to explicate these issues. Particular attention is paid to problems raised by school prayers, aid to church schools, obscenity, revolutionary political groups, and police interrogation and surveillance. A discussion section will be run for graduate students. Intensive core course; not open to freshmen.

Not offered 1979-80

*Dovid Lowenthal
David R. Monwaring*

Po 321 American Constitutional Law (F; 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power, and the Court's special role as protector of individual rights. *Dovid R. Monwaring*

Po 324 Politics of Administration (S; 3)

This course will be devoted to an examination of the politics of public organization and administration at the level of American national government. Special consideration will be given to the political relationships involving the President, federal agencies, Congress, and private interest groups. An underlying theme of the course will be an assessment of the political problems inherent in

policy implementation, policy change, and accountability in the federal bureaucracy.

Offered 1980-81

Dennis Hole

Po 325 Intergovernmental Relations (F; 3)

An analytical survey of theories, institutions, and forces that shape the distribution and utilization of governmental power within the United States federal system. Particular attention given national-state-local relations and the emerging problems of area and administration.

Offered 1980-81

Gory P. Brazier

Po 327 Politics and Policies in Metropolitan Areas (F; 3)

An investigation of the politics and administration and characteristic problems of metropolitan areas. Special consideration given to the impact of shifting populations on such public policies as land use, housing, welfare, education, and law enforcement.

Offered 1981-82

Gory P. Brozier

Po 328 Women in Politics (S; 3)

In this course various aspects of women's experiences in political, economic and social life will be examined in order to understand how citizens who share common experiences and interests gain awareness of those interests and become a politically relevant force. Attention will be paid to the woman's movement both as it emerged during the 19th century and as it is developing today.

Kay Schlozman

Po 329 American Political Ideas and Institutions (F; 3)

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author.

Offered 1980-81

Robert Scigliano

Po 330 The Politics of Health and Welfare (S; 3)

Not offered 1979-80

The Department

Po 332 The "Great Rights": The First Amendment and American Democracy (S; 3)

Intensive consideration of two distinctly American contributions to modern politics: the free and open forum of discussion implicit in the guarantees of freedom of speech and press; and the secular state arising out of the establishment and free-exercise clauses. While primary emphasis is on the evolution of the constitutional principles through Supreme Court decisions, attention will also be devoted to political and social impact of these principles and recent political controversies which they have fostered. *Dovid R. Monwaring*

Po 334 The Politics of Energy and the Environment (S; 3)

This course assesses the impact of politics upon environmental control and energy development. Among the specific policy areas which it examines are: air and water pollution, hazardous waste disposal, land use, coal, oil, electricity production and nuclear energy.

Morc Londy

Po 336 Pressure Groups: Private Power and the Public Interest (S; 3)

This course will examine the nature of private interest groups and their role in the formation of public policy. Special attention will be paid to the degree to which the public interest is served—or is not served—by the process of competition between such groups. Extensive use will be made of case studies such as the politics of medicare, pollution, and corporate regulation. *Koy Schlozman*

Po 337 Judicial Process (F; 3)

A study of the American judicial process from the initiation of cases to their final determination. Special attention will be given to the tensions between the judiciary and the other branches of government and, consequently, to the question of the proper place of judges in a democratic political system. *Robert Scigliano*

Po 339 Public Policy (F; 3)

A systematic study of the determinants, content and outcomes of public policy making in the United States and of the methods which have been developed for analyzing policy formation in specific public program areas. Special attention will be paid to evolutionary trends in policy making and their likely effects upon the future scope and substance of governmental activity. *Morc Londy*

Po 341 Representation (F; 3)

Not offered 1979-80

Robert Scigliano

Po 353 Urban Politics Seminar (F; 3)

"Machine Government." This course will be an intensive study of the phenomenon of "machine politics" in American cities. It will begin with an attempt to discover what (if anything) the term "machine government" means. From there it will proceed to a detailed study of machine governments in several American cities from the mid-19th century to the present: New York; Boston; Memphis; Hudson County, New Jersey; Cincinnati; Philadelphia; Kansas City; Chicago; New Haven; San Francisco; and several smaller cities and towns. The reading will consist of political biographies and autobiographies, case studies, histories of particular cities and eras, and contemporary material on the nature of politics in urban areas.

Dennis Hole

Po 355-356 Internship Seminar: Policy and Administration in State and Local Government (F, S; 6, 6)

A program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of public officials of those communities.

Juniors and seniors selected on the basis of fitness for assignment to public offices.

Gary P. Brozier

Po 358 Comparative State Legislatures (S; 3)

This course examines the current effort to move beyond case studies of individual state legislatures to a broader and more theoretical comparative approach. Topics will include: characteristics of individual legislators, committee systems, the "professionalization" of state legislatures, state legislative elections, the impact of legislative procedures on policy outcomes, and the attempt to assess the performance of state legislatures.

Not offered 1979-80

Po 361 Leadership (F; 3)

This seminar will examine approaches to the study of political leadership and how it is exercised in a variety of settings including government, corporations, trade unions and universities.

Not offered 1979-80

Morc Londy

Po 371-372 Women in Political and Governmental Careers (F, S; 3, 6 undergraduate; 3, 3 graduate)

A year-long program designed to encourage and educate women in the intricacies and realities of the political world and to develop the skills necessary to seek appointive or elective office and employment in local, state or national government. Entry into this special program is by permission of the instructor.

Betty Toymor

COMPARATIVE POLITICS**Po 405-406 Politics in Western Europe (F, S; 3, 3)**

A comparative analysis of political thought, action, and organization in the United Kingdom, France, Germany, Sweden, and Switzerland. Serves as an introduction to the study of comparative politics. Intensive core course; not open to freshmen.

Marvin Rintolo

Po 407 The Government and Politics of East Central Europe (F; 3)

This course analyzes the political development as well as domestic and foreign policies of eight Communist-controlled countries of East Central Europe, namely, Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia. Emphasis is placed on their Communist seizure of power, processes of Sovietization, as well as their relations among the Communist bloc countries and with non-Communist countries. Special attention is paid to the character of the Party and state, quality and standing of the leadership, as well as formulation and evolution of the political, military, economic, social and cultural policies.

Peter S. H. Tang

Po 409 The Soviet Political System (F; 3)

This course traces the Soviet state through its phases under Lenin, Stalin, Khrushchev and Brezhnev. The contemporary Soviet political system will be analyzed, with special emphasis on the role

of the Communist Party and the problem of totalitarianism. Considerable attention will be devoted to the problems of social class, nationality, and dissent in a modern industrial polity.

Donald S. Carlisle

Po 411 Government and Politics of China (F; 3)

A survey of the ideological framework, historical development, organizational structure and operational techniques of contemporary Chinese political institutions. An analysis of the communist ideology, policies and instruments of power, including the Party, state, economic, social, military, and propaganda machines and such drives as the struggle against revisionism and the cultural revolution.

Peter S. H. Tang

Po 412 Comparative Urban Politics (S; 3)

A comparison of selected American and non-American cities with respect to their traditions, politics and problems.

Gary P. Brazier

Po 413 Political Development and Modernization (F; 3)

An introduction to the themes and subject matter of political development, including discussion of the social, economic, and psychological ramifications of the modernization process in both developed and developing countries. Topics to be covered include political participation, the rise and decay of political institutions, ideology, and political culture in the context of our rapidly transforming world.

Kenneth Grossberg

Po 414 Power and Policy: The USA and the USSR (S; 3)

An analysis of the parallel, divergent, and interacting development patterns of the Soviet Union and the United States since 1929. Both domestic and foreign policy will be examined. The triangular relationship of the U.S.S.R., the U.S.A., and China will also be explored. Political leadership, policy problems, and ethnic-national issues in both the Soviet and American systems will be given special attention.

Not offered 1979-80

Donald S. Carlisle

Po 422 Crisis Politics: Violence, Revolution and War (S; 3)

This course explores theories (philosophical, anthropological and biological) regarding the roots of violence, revolution and war. We will then analyze selected historical episodes, including French, Russian and Chinese Revolutions, the Nazi experience and "total war" in the twentieth century. Attention will also be given to the Vietnam episode and to events in America. Intensive core course; not open to freshmen.

Donald S. Carlisle

Po 432 Politics in Japan (S; 3)

An intensive examination of Japan's political institutions and problems, including a comprehensive review of social, cultural, and economic factors which have influenced those institutions.

Kenneth Grossberg

Po 453 Problems of Political Development: East Asia (F; 3)

Despite their many current differences, the countries of East Asia historically have shared a common political tradition. Using traditional East Asia as a point of departure, this seminar will examine the great divergence that these several societies have experienced in modern times, and will use these comparisons to guide us in deepening our understanding of the political development process in general.

Kenneth Grossberg

Po 461 Power and Personality (F; 3)

This seminar examines both the significance of personality in seeking, exercising, and losing power and the significance of seeking, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypotheses in psychobiographies of particularly powerful persons such as Woodrow Wilson, Winston Churchill, and Adolf Hitler, and finally on student research projects.

Marvin Rintala

Po 462 Parties and Party Systems (S; 3)

This seminar tries to define the concepts of party and of party system and to distinguish different types of parties and of party systems in selected modern political systems, especially in Western Europe. Class discussion will focus first on common readings and then on individual research projects.

Offered 1980-81

Marvin Rintala

Po 463 Problems of Nation-Building in the Middle East: Christians and Jews under Islam (F; 3)

Prerequisite: Po 526 or Hs 207.

How have the past experiences of Christians and Jews living under Islam affected the present crises in the Middle East? What is the background to the Civil War in Lebanon? How has the position of Jews in Arab lands influenced the Arab-Israeli conflict? This course examines the impact of communal diversity on political development in the Middle East and the larger question of political identity in plural societies.

Mork Heller
Benjamin Braude

Po 464 Comparative Development of Jews and Arabs in Palestine (S; 3)

This seminar studies the parallel development of Jewish and Arab society in Palestine in modern times. Topics covered include: the decline of the Ottoman empire, the rise of Zionism and Arab nationalism, social and political modernization, the nature of political leadership, and the impact of conflict on society.

This is a seminar which depends largely on the participation and contribution of its members. Students should be prepared to conduct intensive research on a particular topic and present their findings for discussion to the seminar group. This research and discussion will be the basis for a paper of seminar length and quality.

Mark Heller

International Politics**Po 501 International Politics (F; 3)**

The nation-state system, its principles of operation and the bases of national power and policy are examined. This course serves as an introduction to the study of international politics. Intensive core course.

Donald L. Hafner

Po 504 International Politics of Europe: World War II to the Present (S; 3)

A study of the main currents of international relations among European nations in recent decades, focusing particularly on the forces which brought about Europe's division into East and West and contemporary developments which now may be easing that division.

Donald L. Hafner

Po 505 American Foreign Policy (F; 3)

An examination of major patterns of United States foreign policy with special emphasis on the twentieth century. Contemporary problems of foreign policy, e.g. SALT, The Middle East and Indo-China, will be treated in the context of international relations with special reference to area and subject factors, and milestones of American foreign policy and the U.S. decision-making process, as illustrated by case studies. The effect of current events are dealt with in regular discussion and related to the subject matter of the course.

Robert K. Woetzel

Po 506 Soviet Foreign Policy (S; 3)

In this course Soviet international behavior will be treated in terms of three sectors: (1) policy toward the West, (2) policy regarding non-Communist underdeveloped countries; (3) policy toward other Communist states and non-ruling Communist parties. Topics such as the Comintern, "Socialism in One Country," the Soviet Bloc, the Cold War, Peaceful Coexistence, and Polycentrism, as well as other contemporary international problems will be considered.

Donald S. Corlisle

Po 508 International Communist Movement (S; 3)

A survey of the theory and practice of the world communist movement as advocated and promoted by Marx, Engels, Lenin, Stalin, Mao, and Castro. An examination of the political, economic, social, and cultural transformation of the communist countries, as well as the evolution and struggle of the communist parties. An inquiry into the prospects of the communist movement.

Peter S. H. Tong

Po 509 International Organization (F; 3)

The study of the search for peace, world order and welfare. International organizations will be studied as independent actors in world affairs; as processes for institutionalizing relations among states, subnational and transnational groups; and as means through which a nascent international community pursues common objectives. Topics include the United Nations, regional integration, regional or-

ganizations, functional organizations and issues of current importance such as the eco-crisis, the demands of the Third World, the superpowers and world organization.

Not offered 1979-80

Po 510 Comparative Foreign Policies (S; 3)

An examination of the foreign policies of major powers of the twentieth century, including Britain, France, the two Germanies, the U.S.S.R., China and Japan on problems of relevance to the United States, e.g. European security, peace in the Far East, and the development of less industrialized countries. Domestic factors are related to foreign policy. Special reference will be made to the policies of the developing nations as they affect the peace and security of mankind. Current events are discussed in the context of lecture-discussions.

Robert K. Woetzel

Po 512 Sino-Soviet Relations (S; 3)

A study of the background and development of political, economic, strategic, social, and cultural relations between Russia and China, especially in the light of their changed regimes. Emphases are given to ideological issues between the Soviet and Chinese Communist Parties and the impact of their current disputes on the world.

Peter S. H. Tong

Po 516 International Politics: The American Perspective (S; 3)

This course will examine the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics during our nation's history. The domestic political as well as the intellectual foundations of American international behavior will be studied.

Donald Hafner

Po 522 Politics of the Third World: Communism, Nationalism and Modernization (S; 3)

A study of the interaction of nationalism and cold war politics in the economic and political development of countries in Asia, Africa and Latin America. Subjects dealt with include the relevance (as seen by both sides) of communist ideology to problems of nation-building and development; indigenous movements such as pan-Africanism and pan-Arabism; Sino-Soviet competition for support from the national liberation movement; and the evolution of American, Soviet and Chinese policies toward selected countries such as India, Cuba, and the Congo, as well as local conflicts such as the Arab-Israeli confrontation.

Offered 1980-81

Peter S. H. Tong

Po 523 International Protection of Human Rights (F; 3)

Concepts of human rights are traced from a historical perspective with special reference to political, social, and economic aspects of contemporary covenants. Practices of governments and peoples relating to observance or violations of human rights are examined with respect to national enforcement and constitutional safeguards of civil rights and civil liberties. The protection of human rights in international law and the humanitarian imperative in international relations are stressed.

Robert K. Woetzel

Po 524 The United Nations (S; 3)

The evolving constitutional law of the United Nations and international practices and precedents emanating from the world body are analyzed with special reference to the interrelationships between the system of sovereign nation states and international organizations. Specialized agencies of the United Nations are studied as well as perspectives for future world order. Progress in international conceptions from the League of Nations to the present and problems of theory and reality in international law and politics are examined.

Robert K. Woetzel

Po 526 The Middle East in World Affairs (S; 3)

This course examines patterns of international relations in the Arab-Israeli region of the Middle East. A brief historical introduction is followed by more detailed study of post-World War II developments. The main elements of the course are: the interaction between domestic and external politics, inter-Arab relations, the Arab-Israeli conflict, and the involvement of extra-regional powers, especially the Great Powers.

Mork Heller

Po 552 International Law and Politics (S; 3)

This seminar is designed to acquaint students with fundamentals of international law and politics. It consists of basic readings in these fields including works on International Law and Organization. The

student is prepared to acquire a comprehensive view of the relations between problems of politics and law in the international sphere. International problems relating to individual responsibility under international law are specially treated. Current events relating to this *Problemotik* are dealt with in regular discussions.

Offered 1980-81

Robert K. Woetzel

Political Theory

Po 604 Problems of Liberal Society (S; 3)

Readings from political theorists, statesmen, Supreme Court justices and novelists about such problems as: 1) the nature and limits of liberty; 2) the meaning of equality; 3) the use of force in international affairs; 4) the status of virtue.

Dovid Lowenthol

Po 605 The Foundations of Modern Political Philosophy (F; 3)

An introductory consideration of seminal works that have shaped subsequent modern theories and modern societies. Readings for 1979-80 will be drawn from works of Machiavelli, Bacon, Rousseau, Nietzsche and Heidegger.

Robert K. Foulkner

Po 608 American Political Thought (S; 3)

A study of the fundamentals of American politics, as revealed in the speeches and writings of American statesmen and authors. In 1979-80 readings will be drawn from Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, John Dewey, William F. Buckley and C. Wright Mills. Intensive core course: not open to freshmen. Graduate section may be offered.

Robert K. Foulkner

Po 612 The Political Philosophy of Plato (S; 3)

Not offered 1979-80

Christopher J. Bruell

Po 614 The Behavioral Study of Politics (S; 3)

An examination of the philosophy, techniques and accomplishments (empirical and theoretical) of the behavioral approach in political science. Junior standing or consent of instructor.

Not offered 1979-80

Donald L. Hafner

Po 617 Modern Political Theory (F; 3)

An examination of some major works of political philosophy from the period of Rousseau to the present, concentrating on the emerging critique, from both the right and the left, of modern liberal democracy. Readings will be drawn from the works of Rousseau, Kant, Comte, Marx and Nietzsche.

Donald J. Moletz

Po 618 Introduction to the Philosophy of Law (S; 3)

An introduction to philosophical thought about the law. The course will begin with consideration of the debate about the relations between law and morality and about the possibility of permanent standards in law and politics; several readings on these problems will be drawn from the works of writers influential in contemporary thought, politics and law. The major part of the course will be devoted to study of these same problems as they are discussed in several of the classic works of political philosophy.

Donald J. Moletz

Po 621 Fundamental Concepts of Classical Political Philosophy (F; 3)

The course is designed to introduce students to the fundamental issues of classical political philosophy. The major readings will be in Aristotle's *Politics* and *Ethics* and the relevance of these texts to the understanding of our own moral-political problems will be stressed.

Christopher J. Bruell

Po 622 Thucydides, War and Peace (S; 3)

The course is a study of Thucydides' work on the 27-year Spartan-Athenian War. The aim is to discover and consider Thucydides' understanding of the causes of war, the prospects for peace, the relation to questions of war and peace of differences in government and national character, the varieties of political leadership and the responsibilities of political leaders.

Not offered 1979-80

Christopher J. Bruell

Po 623 Machiavelli's Critique of Classical Political Philosophy (F; 3)

Not offered 1979-80

Christopher J. Bruell

Po 625 Democracy: Kinds, Advantages, Disadvantages (F; 3)

A study of various sorts of popular regimes, chiefly non-American and non-liberal. Examples considered will include modern Swedish social democracy and the ancient democratic empire of Athens. Some theorists of democracy will be read.

Not offered 1979-80

Robert K. Foulkner

Po 627 Shakespeare's Political Wisdom I (F; 3)

Tragedy and Comedy; Hamlet, King Lear, Macbeth; Midsummer Night's Dream, Measure for Measure, The Tempest.

Dovid Lowenthol

Po 628 Shakespeare's Political Wisdom II (S; 3)

Rome and England: Coriolanus, Julius Caesar, Antony and Cleopatra; King John, Henry IV, Henry V, Richard III. (May be taken separately from Po 627.)

Dovid Lowenthol

Po 631 Ethics and Politics (F; 3)

To what extent can or should moral considerations govern political calculations? This is a perennial question, most visible just now in the disputes between hard-headed realists, who calculate as to "growth" and to balances of power and the national interest, and concerned idealists, devoted to human rights. Readings will be drawn from contemporary disputes, and from shorter writings of Kant, Machiavelli, Nietzsche and Xenophon.

Robert K. Foulkner

Po 654 The Political Philosophy of Hegel (S; 3)

An examination in detail of Hegel's writings on history and politics.

Not offered 1979-80

Donald J. Moletz

Po 656 Studies in Modern Political Theory (S; 3)

A study of selected topics in political thought after Hegel, with concentration on the major critics of liberal democracy.

Offered 1980-81

Donald J. Moletz

Po 658 Political Idealism (S; 3)

A consideration of attempts to establish or recommend an elevation of political life toward an ideal. Readings will be drawn from modern, medieval and classical sources.

Donald J. Moletz

Po 660 The Thought of Mao Tse-Tung (S; 3)

A seminar analyzing Mao Tse-Tung's political, economic, social, cultural, and military philosophy in his adaptation to and development of Marxism-Leninism for class struggle and world revolution, with emphasis on its theoretical formulations as well as its application at home and influence abroad.

Peter S. H. Tong

Po 664 Political Argument (S; 3)

What must one keep in mind to speak and write in a politic fashion—and what sacrifices of truth and candor might be required? This seminar examines such questions by considering two models: certain famous American speeches (by Washington, Jefferson, Lincoln, and FD Roosevelt), and a classic text, Aristotle's *Rhetoric*.

Robert K. Foulkner

Po 666 Politics, Art and Literature: The Russian Experience (S; 3)

Central attention in this course is directed to the role of the intellectual, especially the writer and artist, in Russian and Soviet history. The interaction of culture and politics will be examined. The unfolding of the Russian political mind will be traced through Muscovy, the Tsarist and Soviet periods. Major focus in the course will be on the emergence and transformation of the Russian intelligentsia as reflected in political thought, literature, and the arts.

Some of the individuals who will be dealt with are: Rublov, Pushkin, Dostoevsky, Tolstoy, Gorky, Lenin, Trotsky, Zamiatin, Eisenstein, Pasternak, and Solzhenitsyn. (Not open to those who have taken Po 416.)

Donald S. Corlisle

GRADUATE OFFERINGS

American Government

Po 701 Party Systems and Electoral Politics (F; 3)

This course will present an analysis of selected aspects of the nature and functioning of American political parties and their contribution to democracy in America. Special attention will be given to parties as electoral institutions. Topics to be covered include, among others,

206 / Description of Courses

POLITICAL SCIENCE

party organization, third parties, critical election theory, electoral reform and parties in government.
Offered 1980-81 *Koy Schlozman*

Po 703 The U.S. Congress (F; 3)

Analytical study of the national legislature, its powers, functions and role in policy formation. Emphasis is given to its relationship to the executive and administrative establishments and to interest groups and constituency.
Offered 1980-81 *Gory P. Brozier*

Po 705 The American Founding (F; 3)

A study of the founding of the American regime, including the Constitutional Convention discussions, the Federalist, Anti-Federalist writings, and the writings of leading founders. *Robert Scigliano*

Po 708 Judicial Politics (S; 3)

Study of American courts as political actors in a political system, with principal emphasis on their various external relations: with other courts; with their powerful neighbors in the separation-of-powers system; and with their various "publics"—the legal profession, the press, party organizations, etc. While primary focus is on the United States Supreme Court, attention will also be devoted to state and lower federal courts. *Dovid R. Monworing*

Po 709 Judicial Process (F; 3)

An inquiry into the organization and processes of the judicial system of the United States, including prominent literature on the subject.
Offered 1981-82 *Robert Scigliano*

Po 711 The American Presidency (S; 3)

An historical and analytic development of the office and powers of the Chief Executive.
Offered 1980-81 *The Department*

Po 713 Metropolitan Area Government (F; 3)

An examination of several specific efforts undertaken in the United States and Canada to improve government in metropolitan areas. Considerable attention given to the important values held by urban dwellers that impede or promote metropolitan integration.
Gory P. Brozier

Po 717 Private Interest Groups and the Pressure System (F; 3)

This course will examine the nature and functioning of American pressure groups. Special attention will be paid to group theories of politics which have been formulated by American political scientists. *Koy Schlozman*

Po 720 Topics in Public Law: The Supreme Court as Policy Maker (S; 3)

Not offered in 1979-80 *Dovid R. Monworing*

Po 722 Political Economy and Public Policy (S; 3)

This seminar examines the contribution of a selected group of contemporary economists to debates about the purposes of public policy and the appropriate means for achieving those purposes. Specific topics to be analyzed include: economic growth; regulation of business; planning; inflation; income redistribution and the public use of private incentives. *Morc Londy*

Comparative Politics

Po 775 Topics in Soviet Politics (F; 3)

An analysis of different approaches to the Soviet political system as well as to methodological and research problems. Each student will undertake a research project. In some semesters special attention will be devoted to a designated problem as the major topic for seminar consideration. Examples of such special topics are the following: the changing role of the Communist Party; the Soviet social-class structure; Stalin; a comparison of Union Republics; Soviet Central Asia. *Donold S. Corlisle*

International Politics

Po 856 Selected Problems in International Politics and Law (S; 3)

Treats problems of conflict resolution: the role of international law in relation to international organization; and the problem of power

in the atomic age. Examines theories of deterrence, arms control and disarmament from an international standpoint and in the context of philosophical pluralism in an international society. Methodology for research in international relations is studied and tested in a term project on the subject of international offenses against the peace and security of mankind, including international organized crime. Advanced seminar: assumes previous work in the subject area, e.g. International Law and Politics or equivalent course, Graduate or Undergraduate. Topics of research are related to current events. *Robert K. Woetzel*

Po 858 Chinese Foreign Policy (S; 3)

A study of the basic principles and agencies for the formulation and execution of Chinese foreign policy. Particular attention is given to Chinese views and behavior toward the United States, the USSR, other developed countries, Communist-controlled states and developing nations. Impact on the United Nations, as well as international peace and security will be examined.
Offered 1980-81 *Peter S. H. Tong*

Po 862 Contemporary International Politics Analysis (S; 3)

An examination of contemporary, theoretical perspectives and analytic techniques applied to the relations among nations. Some background in American or European foreign policy or in international relations is recommended. *Donold L. Hofner*

Political Theory

Po 910 The Political Philosophy of Montesquieu (S; 3)

Dovid Lowenthol

Po 911 Plato's Laws (F; 3)

Christopher J. Bruell

Po 912 The Political Philosophy of Aristotle (S; 3)

Christopher J. Bruell

Po 915 Francis Bacon and the Politics of Modernization (F; 3)

A study of Bacon's most obviously "civil and moral" works, especially the *Essays* and the *New Atlantis*. The seminar will propound and test a thesis: these are conspiratorial writings intended to bring about the economic, technological and humanitarian nation-states, blending masses with elites, that characterize much of modern politics. *Robert K. Foulkner*

Po 926 Science for Society: The Political Philosophy of Francis Bacon (S; 3)

Not offered 1979-80

Robert K. Foulkner

Po 928 Plato's Republic (S; 3)

Not offered 1979-80

Christopher J. Bruell

Po 931 Shakespeare's Politics (F; 3)

Shakespeare's understanding of political life and its various forms as found in *Othello*, *The Merchant of Venice*, *Coriolanus*, *Julius Caesar*, *Henry V* and *Richard III* or other plays.
Not offered 1979-80 *Dovid Lowenthol*

Po 932 Montesquieu's Persian Letters (F; 3)

Not offered 1979-80

Dovid Lowenthol

Po 934 The Political Philosophy of Machiavelli (S; 3)

Not offered 1979-80

Robert K. Foulkner

Po 935 Shakespeare's Politics II (F; 3)

Hamlet, *King Lear*, *Midsummer Night's Dream*, *Measure for Measure*
Not offered 1979-80 *Dovid Lowenthol*

Po 936 The Political Philosophy of John Stuart Mill

Not offered 1979-80

Dovid Lowenthol

Po 939 Aristotle's Politics (F; 3)

Not offered 1979-80

Christopher J. Bruell

Po 941 Natural Rights (F; 3)

A study of the meaning and basis of the idea of natural rights in Hobbes and Locke.
Not offered 1979-80 *Dovid Lowenthol*

Po 943 Aristotle's Ethics (F; 3)

A careful study of the seminal philosophic account of good conduct, Aristotle's *Nicomachean Ethics*.

Not offered 1979-80

Robert K. Foulkner

Po 945 The Founding of Political Philosophy: Socrates (F; 3)

Not offered 1979-80

Christopher J. Bruell

Po 946 The Political Philosophy of Plato (S; 3)

Not offered 1979-80

Christopher J. Bruell

Po 948 Political Philosophy of Locke (S; 3)

Not offered 1979-80

Robert K. Foulkner

Special Graduate Courses

Po 799 Reading and Research (F, S; 3, 3)

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

By arrangement

The Department

Po 801 Thesis Seminar (F, S; 3, 3)

By arrangement

The Department

Po 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

Po 998 Doctoral Comprehensive

The Department

Po 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Psychology (Ps)

Core Courses

These courses satisfy the University social science core requirement for non-majors. They may also be taken by majors but do not satisfy any of the requirements for the Psychology major.

Ps 010 Major Themes in Psychological Thought (F, S; 3)

Since man began to think, he has been striving to understand Man. This course addresses a few of the major, enduring issues in this quest. Topics will be selected from such issues as:

-How does the mind affect the body? OR is there a "mind"?

-Is man best understood as an individual creature or as a social being? As a species or as a specimen?

-Is man moved mostly by what is inside (genes, instincts, "complexes") or what is outside (rewards, punishments, life events, reactions of others)?

-What is "normal", what is "abnormal"?

-What do we mean by "insanity"?

Three instructors, with different backgrounds and areas of specialization, will teach the course jointly, approaching the issues both historically and in relation to contemporary psychological theory and research

Ali Bonuozizi
William Ryon
Ellen Winner

Ps 040 Personality and Its Variations (S; 3)

Personality development in its many guises, normal and abnormal, conventional and unconventional, variant and deviant and the mythologies defining them.

John vonFelsinger

Ps 042 Psychology of the Mind (S; 3)

This course will deal with the concept of mind from both an historical and contemporary perspective. Topics will include the nature of consciousness; madness; the mind as it is related to perception, memory and language; and brain research. Abnormal functioning of the mind will also be explored through case studies of persons who have lost the ability to perceive, remember or express and comprehend language.

Doryl Greenfield

Ps 044 Psychology of Art (S; 3)

This course examines the psychological processes involved in both the creation of art and in our response to art. We will investigate how these processes operate in the normal adult, how they develop in the child, and how they break down under conditions of psychosis and brain-damage.

Ellen Winner

Ps 055 Introduction to Humanistic Psychology (F; 3)

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, Robert Assagioli, etc.

Morgoret Gormon

Ps 058 Inequality: Psychological and Social Consequences (F; 3)

This course will examine contemporary forms of inequality and their organization within status systems. Attention will be devoted to the ways in which these status systems are affected by economic, political, and social structures. Primary emphasis, however, will be on the consequences of inequality and the corresponding status systems for attitudes, personality, interpersonal relations, community and residential behavior, family life, and work and leisure. American patterns of inequality will be compared with those in other countries and societies. This course will have lecture and discussion sections.

Morc Fried

Ps 062 The Psychobiology of Mental Disorders (F, S; 3)

The abnormal behaviors characteristic of mental disorders are described and discussed with respect to psychological and biological origins and treatments.

Joseph Tecce

Majors' Courses

The following courses may be taken by both majors and non-majors who have fulfilled the appropriate prerequisite, however they do not satisfy the University social science core requirements for non-majors.

Ps 073 Introduction to Psychology as a Natural Science (F, S; 3)

This course provides an introduction to experimental psychology and biopsychology. The following topics will be presented: scientific methodology, sensation and perception, physiological psychology, behavioral development, learning and memory, cognitive psychology, evolution and genetics of behavior, animal behavior, motivation and emotion. **This course does not satisfy the University social science core requirement for non-majors.**

Peter Groy

Doryl Greenfield

Michael Numon

Ps 074 Introduction to Psychology as a Social Science (F, S; 3)

An introduction to Psychology as a behavioral science, both theoretical and applied. Considers such topics as child development, personality, social psychology, abnormal behavior and mental health. **This course does not satisfy the University social science core requirement for non-majors.**

Normon Berkowitz

Donnoh Conovon-Gumpert

Morionne Lo Fronce

Ps 101 Personality Theories (F, S; 3)

Prerequisite: Ps 074

A basic course introducing students to a variety of theoretical approaches to the understanding of character and personality.

Donnoh Conovon-Gumpert

Ps 121 Social Structure and Behavior (F, S; 3)

Prerequisite: Ps 074

The impact of socioeconomic conditions and cultural factors on individual and group behavior in Western and non-Western societies.

Ali Banuozizi

PSYCHOLOGY

Ps 131 Social Psychology (F; 3)

Prerequisite: Ps 074

A survey of the continuities and discontinuities of processes at the interpersonal, group, intergroup, and organizational levels. The course will attempt to trace the influence of these processes on goal-directed behavior of individuals through the life cycle. A central theme will be on applications to the understanding and resolution of human conflicts.

Murray Horwitz

Ps 136 Developmental Psychology (F, S; 3)

Prerequisite: Ps 073 or Ps 074

General psychological issues as they relate to the developing child. Topics within the areas of personality, social, and cognitive development will be considered along with the theoretical and practical implications of studying age differences in behavior.

Michael Moore
Doryl Greenfield

Ps 139 Abnormal Psychology (F, S; 3)

Prerequisites: Ps 073 or Ps 074

Recommended: Ps 101

Beginning with divergent contemporary views of the meaning of "abnormal" in today's world, this course will systematically explore the body of theory and data relevant to the understanding of maladaptive human process. The varieties of abnormal experience and behavior will be discussed and an overview of current approaches to the resolution of the problem of psychopathology will be offered.

Romsey Liem
Jon vonFelsinger

Ps 143 Experimental/Sensation and Perception (F; 3)

Prerequisite: Ps 073

The nature of our visual perception of the environment will be considered. The physics of light, receptor transduction, sensation, and neural processing will first be considered. It will be argued, however, that in order to do justice to the fundamental phenomenon of perception—constancy, ambiguity, and illusion—the information processing structure of the mind needs to be considered as well as sensory processes.

Rondolph Easton

Ps 144 Learning Theories (F; 3)

Prerequisite: Ps 073

An analysis of contemporary learning theories as they relate to basic problems in learning. Some laboratory work will be involved.

Joseph Coutelo

Ps 147 Experimental/Cognitive Psychology (F, S; 3)

Prerequisite: Ps 073

An information processing approach to perception and thought will be covered. It will be assumed that information from the environment is processed and transformed by the mind in order to control complex human behavior. Topics to be discussed will include perception contrasted with receptor stimulation, encoding processes, attention, memory, problem solving, concept formation, altered states of consciousness, and the functionally split brain of man.

Michael Moore
Ellen Winner

Ps 150 Physiological Psychology I (F; 3)

Prerequisite: Ps 073 or Bi 111-112 or Bi 211-212

This is the first of a two-course sequence dealing with the physiological basis of behavior. The first semester will begin with an introduction to neurophysiology and neuroanatomy. With this background, students will then study the physiology of (a) sensory and motor processes, (b) arousal, sleep and attention, and (c) psychopharmacology.

Peter Groy
Michael Numon

Ps 151 Physiological Psychology II (S; 3)

This is a continuation of Ps 150, and it will deal with the physiology of motivation, emotion, and learning. Specific topics will include (a) hunger and thirst, (b) reproductive behavior, (c) aggression and fear, (d) learning and memory, and (e) complex mental processes.

Students who wish to take Ps 151 without Ps 150 may do so with consent of the instructor.

Peter Groy
Michael Numon

Ps 156 Theory and Research in Group Dynamics (F; 3)

Prerequisites: Ps 074 and Ps 131

This course is composed of a weekly two hour laboratory session and a one hour lecture. In the laboratory students participate in a

wide range of scientific experiments. Data are collected, shared and compared to those in the research literature. Theoretical explanations are examined to determine their adequacy in accounting for the objective data and subjective experiences generated in the laboratory. Readings paralleling the experiments are discussed in the lecture. Substantive material includes social facilitation, interpersonal attraction, group goals, pressures toward conformity, norms, reference groups, decision making, conflict, and communication. Approximately four brief papers and a final exam are required. Designed for Junior and Senior majors.

Normon Berkowitz

Ps 178 Psychology of Social Class (S; 3)

Prerequisite: Ps 074

A seminar focusing on the behavioral and psychological consequences of structured inequality in society. Topics will include the problem of defining and measuring stratification, correlates of social class position, social mobility, and the theoretical consequences of reducing or eliminating inequalities in wealth, power and social status.

William Ryan

Ps 180 Industrial Psychology (S; 3)

Prerequisite: Ps 074

Applications of psychology to various problems in industry such as human relations and management; decision making; principles of human performance; organizational behavior; jobs and occupations; employee selection and placement; job efficiency assessment; employee training and employee morale; safety and engineering psychology; psychology of the consumer, advertising, and selling.

Boleslaw Wysocki

Ps 183 The Future of Consciousness (F; 3)

Prerequisite: Ps 074

An examination of the nature of consciousness from both eastern and western traditions. Selected topics include: the evolution of consciousness, body consciousness, meditation, telepathy, psychokinesis, clairvoyance, survival phenomena, magic, and ways of psycho-spiritual growth. Field trips, films and guest speakers will be an integral part of the course.

Daniel Baer

Ps 184 Techniques of Behavior Control (S; 3)

Prerequisite: Ps 074

An applied oriented course with emphasis on psychological principles that significantly influence behavior. Topics include: conditioning and habit control, brainwashing, religious conversion, cults, hypnosis, healing, and biofeedback. Field trips, films and guest speakers will be an integral part of the course.

Daniel Boer

Ps 190 Statistics (F, S; 3)

Course will present an introduction to those elementary statistics essential to the conduction of scientific research. Topics will include basic probability, the normal distribution, standard scores, estimation of hypothesis testing, t-scores, chi-square, analysis of variance, and simple correlation and regression.

Normon Berkowitz
Rondolph Easton

Ps 209 Clinical Psychology (F; 3)

Prerequisite: consent of the professor

The theory and practice of clinical psychology with special attention to the current practices, professionals and institutions comprising the mental health field. Each student will be expected to devote some time to volunteer work in a caretaking institution.

John vonFelsinger

Ps 234 Advanced Developmental Psychology (S; 3)

Prerequisite: Consent of the professor is required to register for this course.

Recommended for juniors and seniors. An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. The student will be responsible for a class presentation in an area of his/her choice.

Michael Moore

Ps 243 Attitudes and Social Behavior (S; 3)

Prerequisite: Ps 074

A comprehensive course dealing with the formation, persistence and change of attitudes and behavior. Area topics will focus on the relationship between attitudes and behavior, measurement and methodological issues, major theories of attitudes, attitude change, societal and personality factors, and special topics relating to specific attitudes and behavior such as race, religion, sex roles, politics, etc.

The Department

Ps 246 Social Psychology of the Family (S; 3)

Prerequisites: Ps 074 or Ps 131

A seminar on research and theory in family dynamics. Topics include: impact of family systems upon the individual; group and organizational dynamics of families; ethnic and community influences on family functioning; family life cycles; therapeutic and social psychological interventions designed to diminish conflicts and improve the quality of family life. *Murray Horwitz*

Ps 249 The Psychology of Nonverbal Communication (S; 3)

Prerequisite: Ps 074

An analysis of human communication with particular emphasis on the nonverbal modes of interchange. Course readings include material on facial expression, body movement and gesture, gaze behavior, personal space, and paralanguage. Focus is on what nonverbal and verbal behaviors communicate about the psychology of the individual, about the relationship between people and about the social rules that guide human interaction. *Marianne LaFrance*

Ps 251 Psychology of Language (S; 3)

Prerequisite: Ps 073

This course examines the processes by which children acquire a first language. The course will focus on normal language development, but will also consider language disorders in childhood and possible language capacities in non-human primates. *Ellen Winner*

Ps 255 Environmental Psychology (S; 3)

Prerequisite: Ps 074

This course concentrates on a recently developed field of modern psychology. It deals with the influence of environmental forces on human behavior and psychological experience. It concerns itself with attributes of the physical environment but gives particular attention to the psychological impact of the social environment of everyday life, especially of the urban milieu. *Marc Fried*

Ps 260 Humanistic Psychology (S; 3)

Prerequisites: Ps 074 or approval of the professor

Critical reading of the relevant works of the precursors and chief representatives of humanistic psychology such as Freud, Jung, Maslow, May, Rogers, Assagioli, Bugental, etc. *Margaret Gorman*

Ps 263 Special Topics in the Psychology of Consciousness (S; 3)

Prerequisite: Ps 183

An advanced level study of states of consciousness. Topics include: the mind-body problem, theories of consciousness, the highest states of consciousness, myths, the physics of consciousness, alternate realities and the nature of personal reality. *Daniel Boer*

Ps 265 Psychological Assessment (F; 3)

Prerequisite: Ps 074

Major part of the course will be devoted to measurement of abilities and achievements with some time given to vocational tests and personality evaluation. Generally, the approach will be practical though some theoretical and statistical background for better understanding of the subject matter will also be presented. *Boleslaw Wysocki*

Ps 270 Evolution of Behavior (F; 3)

Prerequisite: Ps 073

This course will deal with the comparative aspects of animal behavior, emphasizing the adaptive value of behavior. Lecture material will be concerned primarily with non-human animals.

The course will begin by introducing the major concepts of evolutionary biology, and this will be followed by an analysis of sensory processes and learning processes from an evolutionary point of view. The role of behavior in speciation will be discussed. The course will conclude with a discussion of sociobiology which will examine the adaptive significance of territoriality, mating systems and aid behavior (altruism). A previous course in biology is recommended, but not required. *Michael Numon*

Ps 273 Behavior Modification with the Elderly (S; 3)

Prerequisite: Any psychology course or the consent of the instructor. The course will focus on increasing the quality of life of the elderly. A behavioral approach will be used to increase the general level of reinforcement and teach coping skills to deal with problematic behavior. Demonstrations, films, and field trips will be included. *Joseph Coutela*

Ps 276 Behavior Modification with Children

Not offered 1979-80

*Joseph Coutela***Ps 292 Seminar in College Teaching (F, S; 3)**

Prerequisite: Senior and Junior majors only

Designed to provide undergraduate student with teaching experience. Students staff discussion sections and are responsible for aiding psychology professors in planning demonstrations and grading examinations.

By arrangement

*The Department***Ps 297-298 Reading and Research (F, S; 3, 3)**

Psychology 297 and 298 offer a student the opportunity to work independently under the supervision of a faculty member of his/her choice within the department.

By arrangement

*The Department***Ps 301-309 Research Methods Practica (F, S; 3)**

Prerequisites: See below

Each of the following research practicum courses satisfies the departmental research methods requirement. Under the supervision of the faculty member, students will be expected to complete a research study or a more limited series of research exercises. Through such activities, students will participate in hypothesis development and testing, the development of a research design, the construction and/or application of measurement procedures, data analysis, and the reporting of research findings. Course requirements include writing a research proposal and a final research report. In addition, all students will either participate in or attend a Psychology Department Research Conference at the end of the semester. Although the practica courses all share these learning objectives, the substantive theoretical focus of each differs to permit the student to engage in research in an area of high interest. Each practicum presumes knowledge of theories relevant to its special focus. For this reason, different prerequisites are specified for each. (Classes will be limited to twenty.)

Ps 301 Research Methods Practicum: Physiological (S; 3)

Prerequisites: Ps 150-151

Experiments will be conducted in the area of hormonal regulation of drives in laboratory rodents. Techniques to be learned include small-animal surgery, behavioral testing, and analysis of data.

*Peter Gray***Ps 302 Research Methods Practicum: Perception (S; 3)**

Prerequisite: Ps 143 or Ps 147

Students will be divided into four groups. Each group will conduct a complete experiment dealing with an important issue in perceptual psychology. Facets of the experimental process with which students will be involved include design, construction of apparatus and stimulus materials, data collection, data analysis and technical report writing. A range of feasible research topics will be discussed at the outset of the course and students will be allowed to rank-order their first three preferences. Formation of groups will occur on this basis. *Randolph Easton*

Ps 303 Research Methods Practicum: Personality Theories (S; 3)

Prerequisite: Ps 101

A course in research methods stressing the application of these methods to questions in the area of personality psychology. Traits or personality variables like self-esteem are common topics. Students, in small groups, actually design, conduct, and report their research.

*Donnoh Conovan-Gumpert***Ps 305 Research Methods Practicum: Developmental/Cognitive (F; 3)**

Prerequisite: Ps 136 or Ps 147

Designed to help students achieve an understanding of the logic of psychological research through the "hands on" experience of designing and conducting a psychological experiment and critically interpreting the results. The research will focus on issues related to the developing child and human thinking. Opportunities for developmental research will depend, in part, upon the availability of subjects. *Michael Moore*

Ps 307 Research Methods Practicum: Social Processes (F; 3)

Prerequisite: Ps 131 or Ps 249

This practicum is designed to introduce students to research methods used by social psychologists to study topics such as social interaction and person perception. The course has two primary foci: how to critically read existing research and how to carry out a research project. Primary emphasis will be on the experimental

210 / Description of Courses

PSYCHOLOGY

method although other methods such as naturalistic observation and field studies will be described. *Morionne LoFronce*

Ps 308 Research Methods Practicum: Conflict Resolution (S; 3)

Prerequisite: Ps 131, Ps 121, Ps 267 or Ps 246

Research on issues pertaining to the causes of and remedies for interpersonal and intergroup conflict. *Murroy Horwitz*

Ps 309 Research Methods Practicum: Family Dynamics (F; 3)

Prerequisite: Ps 131, Ps 101, Ps 246 or Ps 267

Research on issues pertaining to the interrelations between individual and family dynamics. *Murroy Horwitz*

Courses Open to Advanced Undergraduates and Graduates

Ps 601 Behavior Modification I (F; 3)

Prerequisite: Consent of the professor and/or a course in learning. The assumptions of behavior modification and its procedures will be presented. Emphasis will be on one-to-one procedures, and on institutional settings. *Joseph Coutelo*

Ps 602 Behavior Modification II (S; 3)

Prerequisite: Ps 601

The application of principles and procedures learned during the first semester to a wide variety of problems such as phobias, sexual dysfunction, addictive behavior, and psychosomatic problems will be presented. There will also be a more detailed demonstration of covert conditioning procedures. *Joseph Coutelo*

Ps 604 Behavior Modification and Geriatrics

Not offered in 1979-80

Joseph Coutelo

Ps 616 Field Theory in Social Psychology

Not offered 1979-80

Murroy Horwitz

Ps 620 Clinical Assessment (F; 3)

An introduction to the process of clinical assessment of personality and psychopathology through the use of psychodynamically based techniques, especially the TAT and Rorschach. By consent of the professor. *John Von Felsinger*

Doctoral Program

Ps 701 Proseminar: Psychological Theories and Systems (F; 3)

This is a core proseminar for the graduate program which reviews the basic conceptual, propositional, and empirical foundations of contemporary psychological theories. Primary emphasis will be given to the theories as systematic approaches to diverse spheres of psychological functioning and will provide a psychological grounding for examining the interrelationships between individual and society. The faculty of the Department will participate in their areas of specialization. *Morionne LoFronce*

Ps 702 Proseminar: Social Structure and Behavior (S; 3)

This is a core proseminar for the graduate program which considers basic dimensions of the relationship between individual and society. The significance of social structure for human behavior and the interactions between social processes and individual functioning will be given primary attention. The proseminar will investigate these interrelationships in different domains of social experience. The faculty of the Department will participate in their areas of specialization. *Romsoy Liem*

Ps 705 The Logic of Social Inquiry: Experimental Methods and Statistics (F; 6)

An introduction to the essential logic underlying the experiment as a tool in social inquiry. This course represents an integration of the principles and applications of both research methods and statistics. The central goal of the course is to describe the interrelationship among the experimental processes of design inference, measurement, analysis and generalization, and to show how these processes provide the linkage between theory and application of experimental results. *Donnoh Conovon-Gumpert*

Rondolph Easton

Ps 706 The Logic of Social Inquiry: Field and Survey Research Methods (S; 3)

This course will focus on the different procedures for investigating complex social behavior in field situations. Particular attention will

be devoted to the methodological basis and technical implementation of survey approaches. The readings and field work will cover major issues in field research design, interview and questionnaire development, sampling methods, code and scale construction and evaluation, data assessment and cleaning, and the analysis of field survey data. *Morc Fried*

Ps 708 Multivariate Statistics (S; 3)

Applied multivariate procedures including regression analysis, factor analysis, discriminant function analysis, canonical analysis, and multivariate analysis of variance. Special topics in analysis of variance also considered. *Doryl Greenfield*

Ps 751 Social Contexts of Mental Health

Not offered 1979-80

Ramsoy Liem

Ps 753 Dynamics of Family Life (F; 3)

This seminar will examine the family as a small face-to-face group. Topics to be considered include the family's internal structure and dynamics, the impact of the larger familial organization and intergroup and community processes, developmental changes produced by the family's life cycle. Special focus on methods of diagnosing family functioning and conflicts and on social psychological interventions designed to improve the quality of family life such as family therapy, counseling, or training. *Murroy Horwitz*

Ps 755 Social Change and Human Adaptation (S; 3)

This seminar will examine major psychological and social theories of change and consider the conditions that generate passive or active, compliant or antagonistic responses to change. A general model will be employed for the conditions and processes of adaptation to include the various theories and to advance our understanding of psychosocial interrelationships. *Morc Fried*

Ps 756 The Urban Condition

Not offered 1979-80

Marc Fried

Ps 761 Social Indicators and Quality of Life (S; 3)

The general purpose of this course is to review the empirical research and a number of emerging conceptual models concerned with descriptive, evaluative and prescriptive problems in the measurement of the quality of life. Objective and subjective indicators of well-being will be considered at both the societal and the community levels. *Ali Bonuozizi*

Ps 762 Seminar in Social Change

Not offered 1979-80

Ali Bonuozizi

Ps 767 Social Research and Social Policy (F; 3)

Prerequisites: Participants are expected to be substantially trained in research skills and to have extensive knowledge in at least one area of public policy within which they plan to conduct research. An examination of the actual and potential influence of social science research on public policy at the municipal, state or national level. Several existing examples will be analyzed. Each member of the seminar will be expected to conduct and complete a project of policy-oriented research. Consent of the instructor required. *William Ryon*

Ps 768 Organization of Human Services

Not offered 1979-80

William Ryon

Ps 772 Small Group Theory and Research

Not offered 1979-80

Normon Berkowitz

Ps 775 Social Determinants of Individual Differences

Not offered 1979-80

Donnoh Conovon-Gumpert

Ps 799-800 Readings and Research (F, S; 3)

The Department

Ps 802 Fieldwork Seminar

Not offered 1979-80

Ramsoy Liem

Ps 900 Thesis Seminar

The Department

Ps 910 Research Apprenticeship

The Department

Ps 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D.

degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The Department

Romance Languages and Literatures (Rl)

French

Rl 001-002 Elementary French (F, S; 3, 3)

An introduction to the study of French. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work. The Department

Rl 051-052 Intermediate French (F, S; 3, 3)

Prerequisite: Rl 1-2 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of French will be supplemented with the reading of selected texts, oral practice and optional laboratory work. The Department

Rl 101-102 Composition, Conversation and Readings in French (F, S; 3, 3)

Prerequisite: three to four years of solid high school preparation or two years of college preparation.

This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition. The Department

Rl 302 Play Performance in French (S; 3)

French plays studied and staged in French. Students will analyze each play for mood, meaning, characterization, and dramatic possibilities. Pronunciation will be polished, parts assigned, and plays or scenes of plays will be staged. At the end of each semester students may perform before a small Boston College audience. Vero G. Lee

Rl 303 French Phonetics and Oral Expression (F; 3)

A practical introduction to pronunciation and oral expression. The course is designed to help the student improve command of spoken French and to develop awareness of how the French language functions. Classwork and individual exercises will be supplemented by laboratory work. The course is particularly recommended for future teachers of French. Rebecca M. Valette

Rl 304 Advanced French Conversation (S; 3)

This course is designed to give advanced students and prospective teachers of French a greater facility in the spoken language. Aural comprehension and fluency of expression will be developed through group discussion, individual exposés, taped interviews and literary recordings. This course is recommended for all students who plan to teach French. Rebecca M. Valette

Rl 305-306 Advanced French Composition and Introduction to Literary Analysis (F, S; 3, 3)

The purpose of this course is to strengthen the students' mastery of French syntax and difficult grammatical problems, so that they may express themselves correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. This is a required course for French majors. Conducted in French. The Department

Rl 307-308 Survey of French Literature (F, S; 3, 3)

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of French literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for French majors, open also to other qualified students with superior linguistic preparation. This course is a prerequisite for all advanced literature courses. Conducted in French. The Department

Rl 311 Political and Social Structures in Literature (F; 3)

This course intends to review the development of ideas with particular emphasis on social structures and political institutions from the Middle Ages to the 19th century in order to place selected literary works in their historical and social perspective and to show to what degree French literature is a social testimony.

May be taken concurrently with Rl 307/308. Conducted in French. Monique E. Fol

Rl 356 Montaigne and the Human Condition (S; 3)

See description under Romance Languages' Courses Offered in English. Betty T. Rohv

Rl 357 Napoleon in the Literary Imagination of Nineteenth Century France (F; 3)

See description under Romance Languages' Courses Offered in English. Normon Araujo

Rl 359 Modern Incarnations of the French Conscience (S; 3)

See description under Romance Languages' Courses Offered in English. Normon Araujo

Rl 361 Baudelaire and Edgar Allan Poe (S; 3)

See description under Romance Languages' Courses Offered in English. Georges Zoyed

Rl 372 Contemporary French Theatre

Not Offered 1979-80

Rl 397 Roman et Société sous le IIIe République (S; 3)

The novel while being a fiction, a product of the imagination, is by necessity bound to reality and reflects to a certain extent society and its conflicts. This course intends to study a number of novels and selections which show how the authors bear witness to reality even in their attempts to transform it or escape from it. This problem will be examined in Zola, Maurras, Barris, Rolland, Proust, Colette, Nathalie Sarraute, among others. Monique E. Fol

Rl 411-412 French Literature of the Middle Ages

Not Offered 1979-80

Rl 421-422 French Literature of the Renaissance

Not Offered 1979-80

Rl 423 French Lyric Poetry of the Sixteenth Century (F; 3)

An inquiry into the three esthetic approaches of French Renaissance poetry. Comparisons will be made between the metaphysical expression of l'Ecole lyonnaise (Scève, Labé), the classical perspective of the Pléiade (Ronsard, du Bellay), and the vision of the end of the century (d'Aubigné, Chassignet, Sponde). Betty T. Rohv

Rl 431-432 French Literature of the Seventeenth Century

Not Offered 1979-80

Rl 441-442 French Literature of the Eighteenth Century

Not Offered 1979-80

Rl 445 The Novel and Ideas (S; 3)

A study of the novel of manners as it reflects the fashionable ideas of liberal philosophies. Themes of the Enlightenment will be traced in well-known narratives of Marivaux, Prevost, Voltaire, Rousseau and others. Open to students who have not already taken Rl 442.

Vera G. Lee

Rl 451-452 Romanticism and Realism in French Literature (F, S; 3, 3)

Not Offered 1979-80

Rl 453 Stendhal, Balzac and Flaubert (F; 3)

The evolution of the realist novel in the nineteenth century as it appears in the works of three of its outstanding exponents. *Beylisme*, *bovarysme*, and the universe of the *Comédie humaine*.

Normon Araujo

Rl 455-456 The Symbolist Movement in French Literature

Not Offered 1979-80

Rl 458 "Contes et Nouvelles" in the Nineteenth Century (S; 3)

While devoting proper attention to the general evolution of the conte in the nineteenth century, the course will center around the most significant works of Mérimée, Maupassant and Daudet.

Normon Araujo

212 / Description of Courses

ROMANCE LANGUAGES AND LITERATURES

Rl 459 The Parnassian Poets (F; 3)

L'art pour l'art as an aesthetic ideal. Its crystallization in the poems of Théophile Gautier, Théodore de Banville, Leconte de Lisle and Hereida
Georges Zayed

Rl 461 French Literature of the Twentieth Century (1920–1940)

Not Offered 1979–80

Rl 462 French Literature of the Twentieth Century (1940–present)

Not Offered 1979–80

Rl 463 French Literature of the Twentieth Century (1950–present) (S; 3)

Existentialism and its effects. The humanism of Camus. Experimentation in the theatre: the Theatre of the Absurd (Ionesco, Beckett). New approaches to the novel (Robbe-Grillet, Sarraute, Duras). Recent literary trends.
Joseph D. Gauthier, S.J.

Rl 464 Les Témoins du Moment (1949–1962) (F; 3)

The impact of the German occupation, the Indochina and Algerian Wars on some French novelists: Hervé Bazin, Camus, Jean Cayrol, Malraux, Nimier, Sartre, Claude Simon and Kateb Yacine.

Monique M. Fol

Rl 465 Le Jeune Roman Féminin

Not Offered 1979–80

Rl 467 Surrealism in France

Not Offered 1979–80

Rl 471–472 Poésie et Roman au XXe Siècle (F; S; 3, 3)

A study of the great literary theories and of the major writers who exerted an influence on the different currents of thought in the early twentieth century: like Bourget, Valéry, Péguy, Gide, Claudel, Proust, Apollinaire, Mauriac, etc.
Georges Zoyed

Rl 474 The Poetry of Valéry, Péguy and Apollinaire

Not Offered 1979–80

Rl 482 Literary Analysis and Stylistics (S; 3)

Advanced undergraduate students will learn through stylistic analysis of selected French writers how to write structured papers and essays and to prepare for oral and written examinations. Students will also learn how to read material effectively and to establish a useful card filing system.
Monique M. Fol

Rl 493 French Comedy (F; 3)

Using major works of French writers throughout the centuries, students will learn to analyze the mechanics of wit, comedy and humor. Outside reading of Bergson, Freud, Meredith and others will help put the subject into focus. The main objects of the course will be to distinguish between and understand the various forms of humor and to discover how they function in great works of French literature.
Vero G. Lee

Rl 705 History of the French Language (F; 3)

A study of the internal and external factors which determined the development of French from spoken Latin to the modern language. Selected texts from each major period will be analyzed to illustrate the interplay of linguistic and literary problems.
Morio P. Simonelli

Rl 706 Readings in Old French (S; 3)

From courtly poetry to the realism of the thirteenth century. Selections from Marie de France, Conon de Béthune, Hélinant de Froidmont, Jean Bodel, Gauthier de Coincy, Thibaut de Champagne, Guillaume de Lorris, Jean de Meung and Rutebeuf.

Morio P. Simonelli

Rl 715 The French Epic

Not Offered 1979–80

Rl 716 Roman Courtois

Not Offered 1979–80

Rl 717 Old French Lyrics

Not Offered 1979–80

Rl 716 Middle French Lyrics

Not Offered 1979–80

Rl 719 Satirical Literature in Medieval France

Not Offered 1979–80

Rl 720 The Medieval Theatre in France

Not Offered 1979–80

Rl 723 French Lyric Poetry of the Sixteenth Century

Not Offered 1979–80

Rl 725 Studies in Rabelais

Not Offered 1979–80

Rl 726 Poetry of the Pléiade

Not Offered 1979–80

Rl 727 Studies in Montaigne

Not Offered 1979–80

Rl 731 Moralists of the Seventeenth Century

Not Offered 1979–80

Rl 733 The Plays of Corneille

Not Offered 1979–80

Rl 734 The Tragedies of Racine

Not Offered 1979–80

Rl 736 The Comedy of Molière

Not Offered 1979–80

Rl 741 Society and the French Enlightenment

Not Offered 1979–80

Rl 743 Voltaire and Rousseau

Not Offered 1979–80

Rl 744 The Eighteenth Century Theatre in France

Not Offered 1979–80

Rl 745 The Eighteenth Century Novel (F; 3)

An analysis of creative masterpieces as an expression of the philosophical and aesthetic trends of the period. The course will focus upon the contes and romans of Prévost, Voltaire, Diderot and Rousseau.
Vera G. Lee

Rl 746 Diderot

Not Offered 1979–80

Rl 751 The French Theatre in the Nineteenth Century

Not Offered 1979–80

Rl 753 Romantic Poetry of the Nineteenth Century

Not Offered 1979–80

Rl 754 Victor Hugo

Not Offered 1979–80

Rl 755 Balzac's Human Comedy

Not Offered 1979–80

Rl 756 Stendhal and Flaubert

Not Offered 1979–80

Rl 758 "Contes et Nouvelles" in the Nineteenth Century

Not Offered 1979–80

Rl 759 The Parnassian Poets

Not Offered 1979–80

Rl 761 Baudelaire (Seminar)

Not Offered 1979–80

Rl 763 Verlaine and Rimbaud

Not Offered 1979–80

Rl 765 The Literature of Existentialism in France

Not Offered 1979–80

Rl 767 Surrealism in France

Not Offered 1979–80

Rl 769 André Gide (Seminar)

Not Offered 1979–80

Rl 770 Malraux (Seminar)

Not Offered 1979–80

Rl 772 The French Theatre in the Twentieth Century

Not Offered 1979–80

RI 773 Mallarmé
Not Offered 1979-80

RI 774 Péguy and Apollinaire
Not Offered 1979-80

RI 775 The Poetry of Claudel and Valéry
Not Offered 1979-80

RI 776 Evolution of French Poetry in the Nineteenth Century (Seminar)
Not Offered 1979-80

RI 777 Panorama of French Poetry in the 20th Century
Not Offered 1979-80

RI 778 Catholic Thought in French Poetry from Baudelaire to Claudel
Not Offered 1979-80

RI 787 François Mauriac (Seminar)
Not Offered 1979-80

RI 810 Medieval Latin Literature (S; 3)
See course description under Romance Languages' Courses Offered in English. Morio P. Simonelli

RI 891 The Formation of Romance Literary Languages: A Comparative Study (F; 3)
See course description under Romance Languages' Courses Offered in English. Morio P. Simonelli

Italian

RI 003-004 Elementary Italian (F, S; 3, 3)
An introduction to the study of Italian. This course begins the development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work. The Department

RI 053-054 Intermediate Italian (F, S; 3, 3)
Prerequisite: RI 3-4 or its equivalent.
The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Italian will be supplemented with the reading of selected texts, oral practice and laboratory work. The Department

RI 103-104 The Individualized Program (F, S; 3, 3)
Prerequisite: three to four years of solid high school preparation or two years of college preparation.
This course is structured according to students' individual needs in order to ensure mastery of the Italian language as a tool of communication. Selected contemporary masterpieces, para-literature, newspapers, music, special topics, etc. will be used to develop further skill in conversation (class meetings are used for conversational practice), reading and writing. Solvatore Coppelletti

RI 317-318 Survey of Italian Literature (F, S; 3, 3)
Prerequisite: four years of solid high school preparation or two years of college.
An introduction to the study of Italian literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Italian majors, open also to other qualified students with a superior linguistic preparation. Conducted in Italian. Solvatore Coppelletti

RI 319-320 Cultural Background of Italian Literature
Not Offered 1979-80

RI 350 Italy: Consciousness and Equilibrium of Conflicts
Not Offered 1979-80

RI 351-352 The Italian Contribution to the New World (F, S; 3, 3)
See course description under Romance Languages' Courses Offered in English. Joseph Figurito

RI 391 Dante. Minor Works and The Divine Comedy (Inferno)
Not Offered 1979-80

RI 392 Dante. The Divine Comedy (Purgatorio and Paradiso)
Not Offered 1979-80

RI 393 Boccaccio and the Middle Ages
Not Offered 1979-80

RI 510 The Birth of Italian Literature
Not Offered 1979-80

RI 511-512 Italian Literature of the 14th Century (F, S; 3, 3)
The first "Golden Age" of Italian Literature in the 14th century will be studied against the spiritual background of Medieval tradition and its developing into a new cultural system in early modern Europe. Special attention will be devoted to the works of Dante, Petrarch and Boccaccio as the new classics of literature in the vulgar tongue. Morio P. Simonelli

RI 521 Machiavelli and His Time
Not Offered 1979-80

RI 522 15th and 16th Century Italian Epics
Not Offered 1979-80

RI 531 From the Baroque to the 18th Century (F; 3)
A study of the historical, esthetic and literary problems/movements of the Italian literature from the end of the Baroque to the first half of the 18th century. The course will focus upon the works of Marino, Vico, Gravina, Muratori, Maffei, Martelli, Metastasio, et al. Conducted in Italian. Solvatore Coppelletti

RI 541 Goldoni
Not Offered 1979-80

RI 542 Parini e Alfieri
Not Offered 1979-80

RI 551-552 Romanticism in Italian Literature
Not Offered 1979-80

RI 562 Italian Poetry of the 20th Century (S; 3)
This course intends to examine the development of Italian poetry from Decadentismo through Futurismo to post World War II Neorealismo and the Neovanguardia.
This course will focus upon such poets as Pascoli, D'Annunzio, Gozzano, Saba, Ungaretti, Montale, Quasimodo, Pavese, Pasolini; their poetics, poetical message, their "spiritual" and social testimony. Conducted in Italian. Solvatore Coppelletti

RI 563 Pavese and the Generation Between the Two Wars
Not Offered 1979-80

Portuguese

RI 031-032 Introduction to Portuguese
Not Offered 1979-80

RI 061-062 Conversational Portuguese
Not Offered 1979-80

Spanish

RI 005-006 Elementary Spanish (F, S; 3, 3)
An introduction to the study of Spanish. This course begins with development of some of the fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by optional laboratory work. The Department

RI 011-012 Conversational Spanish for Nurses and Social Workers (F, S; 3, 3)
This course intends to provide the students with a basic knowledge of Spanish grammar and to develop their ability to converse in the language. Special attention will be given to the vocabulary and dialogues related to medicine, nursing and social work. The Department

RI 021-023 Basic Conversational Spanish (F, S; 3, 3)
The course stresses basic grammar in basic conversational patterns. Reading and writing are kept to a minimum. Active, everyday vocabulary is used in the conversational patterns. Ernest A. Siciliano

214 / Description of Courses

ROMANCE LANGUAGES AND LITERATURES

RI 055-056 Intermediate Spanish (F, S; 3, 3)

Prerequisite: RI 5-6 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Spanish will be supplemented with the reading of selected texts, oral practice and optional laboratory work. *The Department*

RI 105-106 Composition, Conversation, and Readings in Spanish (F, S; 3, 3)

Prerequisite: three to four years of solid high school preparation or two years of college preparation.

This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further skill in comprehension, conversation and composition. *The Department*

RI 323 Spanish Phonetics (F; 3)

A practical introduction to pronunciation, sentence structure, and word classes. The course is designed to help the student improve command of spoken Spanish and to develop awareness of how the Spanish language functions. Classwork and individual exercises will be supplemented by laboratory work. The course is particularly recommended for future teachers of Spanish. *The Department*

RI 324 Advanced Spanish Conversation (S; 3)

This course is designed to give advanced students and prospective teachers of Spanish a greater facility in the spoken language. An introduction to descriptive phonetics is integrated with exercises of pronunciation and intonation. Aural comprehension and fluency of expression will be developed through group discussion, individual exposés, taped interviews and literary recordings. This course is recommended for all students who plan to teach Spanish. *The Department*

RI 325-326 Advanced Spanish Composition and Introduction to Literary Analysis (F, S; 3, 3)

The purpose of this course is to strengthen the students' mastery of Spanish syntax and difficult grammatical problems so that they may express themselves correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. Not for graduate credit. Conducted in Spanish. *J. Enrique Ojedo*

RI 327-328 Survey of Spanish Literature (F, S; 3, 3)

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of Spanish literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Spanish majors open also to other qualified students with superior linguistic preparation. Conducted in Spanish. *Robert L. Sheehon*

RI 329-330 Cultural Background of Spanish Literature (F; 3)

The cultural and artistic achievements of the Spanish nation, from the Middle Ages to the present day, and their relation to the major trends and developments in Spanish literature. *The Department*

RI 331 A Conversational Approach to Contemporary Spain

Not Offered 1979-80

RI 333-334 A Conversational Approach to Latin America (F, S; 3, 3)

A structured treatment of contemporary Spanish America, including such topics as politics, religion, women, the economy, leisure, media, science, literature and the arts. Discussion based on selected contemporary books and periodicals.

Northern tier countries will be treated in the first semester, southern in the second.

Open to majors and non-majors with basic proficiency in oral Spanish. *Robert L. Sheehon*

RI 354 Cervantes and "Don Quijote" (S; 3)

See description under Romance Languages' Courses Offered in English. *Ernest Siciliono*

RI 615-616 Spanish Literature of the Middle Ages

Not Offered 1979-80

RI 631-632 Spanish Literature of the Golden Age (F; 3)

A study of the major authors and their works, with extensive required readings. *Ernest Siciliono*

RI 651-652 Spanish Literature of the Nineteenth Century (F, S; 3, 3)

The principal literary movements in Spain during the nineteenth century: Romantic poetry and theatre: costumbrismo and noturolismo. *J. Enrique Ojedo*

RI 661-662 Spanish Literature of the Twentieth Century

Not Offered 1979-80

RI 665-666 20th Century Spanish Drama (F, S; 3, 3)

Elements of Existentialism, Social Protest, the Absurd and the Esperpento in such writers of the early period as Unamuno, Benavente, Valle Inclán, Casona and Lorca. Study of the post Civil War period will illustrate the struggle to maintain artistic integrity under the dictatorship by such writers as Buero Vallejo, Sastre, Olmo, Arrabal, et al. *Robert L. Sheehon*

RI 671-672 Spanish-American Literature (F, S; 3, 3)

Survey of the development of literary genres in Hispanic America. Foreign influences and criollismo. Various types of novels: the struggle of man against the jungle or the pompo, of Indian against the white mah, or man against society. The Spanish-American conscience as expressed by essayists or poets. *Guillermo L. Guitorte*

RI 810 Medieval Latin Literature (S; 3)

See description under Romance Languages' Courses Offered in English. *Morio P. Simonelli*

RI 891 The Formation of Romance Literary Languages: A Comparative Study (F; 3)

See description under Romance Languages' Courses Offered in English. *Morio P. Simonelli*

RI 905 History of the Spanish Language

Not Offered 1979-80

RI 906 Readings in Old Spanish

Not Offered 1979-80

RI 915 The Spanish Epic

Not Offered 1979-80

RI 916 The "Libro de Buen Amor"

Not Offered 1979-80

RI 917 Medieval Spanish Prose

Not Offered 1979-80

RI 918 Medieval Spanish Poetry (F; 3)

Two works will be considered: the *Contor de Mio Cid* and the *Libro de buen omor*, as representatives of the epic poetry and "mester de clerecío." Principal problems concerning each of these works and literary analysis of them. *Guillermo L. Guitorte*

RI 919 The Romancero

Not Offered 1979-80

RI 923 Lyric Poetry of the Golden Age

Not Offered 1979-80

RI 925 Picaresque Novel of the Golden Age (F; 3)

The origins of the unique genre and its masterpieces in Spain. The course will focus upon *Lazarillo de Tormes*, *Guzmán de Alfarache* and *Quevedo's Buscón*. *J. Enrique Ojeda*

RI 927 Cervantes and "Don Quijote"

Not Offered 1979-80

RI 932 The Theatre of Lope de Vega

Not Offered 1979-80

RI 933 Calderón and the Auto Sacramental

Not Offered 1979-80

RI 955-956 Romanticism in Spain (F, S; 3, 3)

Origins of Romanticism, foreign influences, contrasts with Classicism, and poetic and dramatic techniques. A study of the major authors and their works. *Ernest A. Siciliono*

RI 957 Naturalism and Realism

Not Offered 1979-80

RI 958 The Age of Galdós

Not Offered 1979-80

RI 961 Spanish Poetry of the Twentieth Century

Not Offered 1979-80

RI 962 Spanish Theatre of Ideas: 1898-1936

Not Offered 1979-80

RI 963 The Generation of '98

Not Offered 1979-80

RI 966 Contemporary Spanish Drama (Since 1939)

Not Offered 1979-80

RI 967 Contemporary Spanish Novel (Since 1939)

Not Offered 1979-80

RI 972 Rubén Darío (F; 3)

Study of the chief poet of Latin American Modernism. Darío's life and influence. Characteristics and themes of his art. Reading of his main books.

Guillermo L. Guitarte

RI 973 Vallejo and Neruda (S; 3)

Reading of the works of these two poets, considered the outstanding figures of recent Latin American poetry; Vallejo as the poet of human suffering and the quest for a sense of life in the various periods of Neruda's poetry.

Guillermo L. Guitarte

RI 975 Contemporary Novelists of Spanish America

Not Offered 1979-80

RI 976 Jorge Luis Borges (S; 3)

Borges as a short-story writer: his imaginary world, his conception of time, his narrative technique. Books to be considered in the course will be: *Historia Universal de la infamia*, *Ficciones*, and *El Aleph*.

Guillermo L. Guitarte

RI 993 The Spanish American Essay from the Independence To the End of the Nineteenth Century

Not Offered 1979-80

Romance Literature Courses Offered in English**RI 319-320 Cultural Background of Italian Literature**

Not Offered 1979-80

RI 350 Italy: Consciousness and Equilibrium of Conflicts

Not Offered 1979-80

RI 351-352 Italian Contribution to the New World (F, S; 3, 3)

A study of the Italian contribution to the Americas from the era of Italian exploration and discoveries to the period of European colonization. Particular attention will be directed to the contribution of Italians to the sciences, fine arts, sports, politics, industry, criminology, etc. will be discussed in the light of their importance. Conducted in English.

Joseph Figurito

RI 353 Rabelais and the Modern World

Not Offered 1979-80

RI 354 Cervantes and "Don Quijote" (S; 3)

A study of the man and his principal work. Historical, cultural, and literary backgrounds will be discussed.

Ernest A. Siciliano

RI 356 Montaigne and the Human Condition (S; 3)

A study of Montaigne's thought in the *Essays* which evolves toward his particular concept of the "human condition." Comparisons will be made with subsequent authors and moralists, particularly those of the 20th century, who grapple with the same problems as Montaigne.

Betty. T. Rahv

RI 357 Napoleon in the Literary Imagination of Nineteenth Century France (F; 3)

This course will study Napoleonic themes and types in French literature of the nineteenth century. Hugo and Balzac will be among the authors studied. The readings will be in English. Some attention will be given to the irradiation of Napoleon's influence in other artistic forms of the period. Conducted in English.

Norman Araujo

RI 358 Classical Paris Recaptured

Not Offered 1979-80

RI 359 Modern Incarnations of the French Conscience (S; 3)

This course will study Hugo, Zola, and DeGaulle as literary

spokesmen for the French national conscience at critical times in French history. The readings will be in English and will include pertinent selections from the works of the three authors in addition to secondary sources. This course is of particular interest to political science students. Conducted in English.

Norman Araujo

RI 361 Baudelaire and Edgar Allan Poe (S; 3)

The fame of Poe in France. The originality of his work and literary theory, his influence on Baudelaire and the French Symbolists. The drama of Baudelaire's inner life: satanism versus spiritualism. The traps of oblivion. His poetry centered in "le frisson nouveau," correspondances and symbol. *Les Fleurs du Mal* at the crossroads of the 19th century. Conducted in English.

Georges Zayed

RI 366 The Theatre of Sartre

Not Offered 1979-80

RI 367 The Surrealist Movement in France

Not Offered 1979-80

RI 368 Calderón and the Auto Sacramental

Not Offered 1979-80

RI 370 Guide to Robbe-Grillet

Not Offered 1979-80

RI 373 The Formation of Modern West-European Culture: 10th-14th Centuries

Not Offered 1979-80

RI 375 The Battle of the Sexes in Medieval Literature

Not Offered 1979-80

RI 379-380 The Age of Humanism in Europe (F, S; 3, 3)

The purpose of this course is to introduce the students in the Humanities to the basic trends and problems of the Literature of Humanism and Renaissance as the main source of our civilization. The main literary figures of the European literary revival of the 15th and 16th centuries (such as Leon Batista Alberti, Erasmus, Spencer, Machiavelli, Rabelais, Vives) will be studied from the viewpoint of their seminal contributions to modern culture.

Morio P. Simonelli

RI 381 Woman in Twentieth Century French Literature: Myth and Reality

Not Offered 1979-80

RI 383-384 Paleography and Textual Criticism

Not Offered 1979-80

RI 385 The Golden Age of Quixotic Chivalry

Not Offered 1979-80

RI 387-388 Italian Literature of the Twentieth Century

Not Offered 1979-80

RI 389 Dante. Minor Works and The Divine Comedy (Inferno)

Not Offered 1979-80

RI 392 Dante. The Divine Comedy (Purgatorio and Paradiso)

Not Offered 1979-80

RI 396 Teaching of Modern Languages (S; 3)

Analysis of approaches and methods in modern language teaching. Presentation of specific techniques, including the use of audio-visual aids. Emphasis is placed on developing lesson plans and suitable evaluation techniques.

Rebecca M. Valette

RI 496 Seminar on Second-Language Teaching and Educational Research (F; 3)

This course will focus on the theory and practice of teaching foreign languages at the college level. Topics will include the development of basic language skills, the use of audio-visual aids, initiation to literature, testing and evaluation, and an introduction to bibliography and research methods. This course is required of all teachers of language courses. Open to MAT candidates with permission of the professor.

Rebecca M. Valette

RI 790 Reading and Research (F, S; 3, 3)

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with the permission of the chairperson.

By arrangement

The Department

216 / Description of Courses

SLAVIC AND EASTERN LANGUAGES

RI 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

RI 804 Trends in Contemporary Foreign Language Education

Not Offered 1979-80

RI 810 Medieval Latin Literature

Not Offered 1979-80

RI 891 The Formation of Romance Literary Languages: A Comparative Study

Not Offered 1979-80

RI 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation, and pay the fee, during each semester of their candidacy. The registration entitles them to the use of University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Bi-Lingual Education Courses

RI 391 Caribbean History and Culture (S; 3)

This course will deal with the social, economic and cultural history of the main islands of the Caribbean. It will also consider the impact of the Caribbeans on the American scene.

The Department

RI 394 Methods in Bi-lingual Education (S; 3)

This course will explore the history, methods and materials of bilingual education. It will deal with some of the problems of the new minorities and how education can help in dealing with them.

The Department

Slavic and Eastern Languages (Sl)

The Department of Slavic and Eastern Languages administers courses in the following areas:

General Linguistics and Literary Theory

Slavic Languages and Literatures

Oriental Languages and Cultures

Courses offered annually are so marked; all other courses are offered as parts of varying course cycles, and information for any given year may be found in the Registrar's Schedule of Courses.

SI 003-004 Elementary Russian I/II (F, S; 4, 4)

A course for beginners that stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition.

Offered annually

Michael J. Connolly

SI 009-010 Elementary Chinese I/II (F, S; 4, 4)

An introduction to the speaking, reading, character writing, and comprehension of the modern Chinese literary language (Mandarin). Additional conversation and language-laboratory work required.

Offered annually

Ting Yueh-hung

SI 011-012 Russian Practicum: Elementary I/II (F, S; 3, 3)

The Department

SI 017 Arabic Language and Culture (S; 3)

An introduction to the language, literature and cultural background of the Arabic-speaking world.

Offered annually

Fernonde Zoyed

SI 051-052 Intermediate Russian I/II (F, S; 3, 3)

SI 053-054 Intermediate Intensive Russian I/II (F, S; 6, 8)

A review of major difficulties in Russian grammar, extensive practice in the reading, translation, paraphrase and analysis of selected Russian texts. The intensive version of this course, recommended

for all students who wish to work beyond the intermediate level, provides additional vocabulary work, grammar drills and conversation.

Offered annually

Lowrence G. Jones

Eleno Semeko-Ponkrotovo

SI 057-058 Russian Practicum: Intermediate I/II (F, S; 3, 3)

Eleno Semeko-Ponkrotovo

SI 059 Readings from Russian Intellectual History (S; 3)

Increasingly rapid and intensified reading of original Russian texts for students of Russian history, philosophy, and political science who already have a basic grasp of Russian grammar and vocabulary and who are interested chiefly in attaining familiarity with the terminology and structure of the literature in their major area of study.

The Department

SI 061-062 Intermediate Chinese I/II (F, S; 3, 3)

Improvement of students' knowledge of Mandarin Chinese through the reading of modern texts, composition, and conversation.

Conducted mostly in Chinese.

Offered annually

Ting Yueh-hung

SI 200 Russian Culture and Civilization (3)

The early periods of Slavic civilization, the culture of Kievan Rus'; the development of Russian folklore, literature, art and music from the end of the Tatar yoke through the Soviet period.

Lectures and readings in English.

Lowrence G. Jones

SI 203 Classics of Russian Literature (in translation) (3)

A survey of major works, authors, and movements in Russian literature from the eighteenth century up to the Russian revolution.

Lectures and readings in English.

Irino Agushi

SI 204 Modern Russian Literature (in translation) (3)

Readings, critical analysis, and discussion of the works of representative Soviet writers and poets from Maksim Gorkij to Aleksandr Solzhenitsyn; dissident and émigré literature in Russian and the Russian tradition.

Lectures and readings in English.

Irino Agushi

Eleno Semeko-Ponkrotovo

SI 205 Tolstoy and Dostoevsky (in translation) (3)

A comparative presentation of Russia's two major writers. Their different perceptions of reality, their views on art, civilization, Christian ethics, etc., are discussed in connection with their principal novels. Lectures and readings in English.

Irino Agushi

SI 206 Society, Language and Communication (S; 3)

Problems and studies in linguistic science presented for students of neighboring disciplines; modern theories of sound, form and meaning; the nature of language and linguistic structures; linguistic and cultural change. Original language-oriented research is an essential part of the course.

Michael J. Connolly

SI 215 (Th 166) Eastern Mythologies (F; 3)

The analysis of myths and the religious structures of Ancient Egypt, Mesopotamia, Iran, India (Brahmanic, Buddhist, and Hindu traditions), South East Asia, and the three major Far Eastern mythologies of China, Japan, and Tibet.

Offered annually

Eleno Semeko-Ponkrotovo

SI 216 (En 198) Poetic Theory (F; 3)

Traditional and contemporary theories of prosody and metre will be described and analyzed within the framework of modern structural and generative approaches to languages as well as from the viewpoint of (Russian) Formalism. Textual material will be mainly English, although students may present texts in any language for required papers.

Offered annually

Lowrence G. Jones

SI 221 (Th 198) The Language of Liturgy (S; 3)

The application of structural techniques to an analysis of liturgical form both in the poetic-religious context of the language of worship and in the more broadly based systems of non-verbal symbolism (music, gesture, vestments and appointments).

Michael J. Connolly

SI 224 (Th 182) Mythology and Religion in India (S; 3)

A survey of major periods and schools of Indic religion from the middle of the second millennium B.C. down to the present day; the

Vedas, Brahmanism, Buddhism, Jainism, and the two major developments of Hinduism (Vishnuism and Shivaism). Questions of religious philosophy, mythology, ritual, and cosmological-cosmographical notions are discussed on the basis of broad typological comparisons. *Eleno Semeko-Ponkrotova*

Sl 225 Russian Folklore (in translation) (3)

The world of Russian folk traditions and writings from the earliest times: fairy tales, legends, epics, religion, art, music, and daily life. Readings and lectures in English. *Irino Agushi*

Sl 226 Readings in Russian Short Prose (3)

The reading of a selection of short stories and tales in Russian as an introduction to the analysis of narrative typology and genre. All readings in Russian. *Lowrence G. Jones*

Sl 227 Advanced Russian Grammar (F; 3)

Intensive reading of difficult Russian texts, translation from English into Russian, correct expository composition and a review of fine points of Russian grammar. Conducted in Russian. Offered annually *Irino Agushi*

Sl 228 Spoken Russian (F; 3)

Practical phonetics and intonation, syntactic and stylistic characteristics of the spoken language, extensive conversational practice and speaking exercises. Conducted in Russian. Offered annually *Irino Agushi*

Sl 229 Specialized Readings in Russian Texts (3)

The reading of Russian texts from genres not encountered in regular course work, e.g. science fiction, philosophical and historical literature, scientific texts. *The Department*

Sl 305 History of the Russian Literary Language (3)

Prerequisite: A thorough knowledge of Russian. The ways in which words and stylistic norms have been used in successive periods of Russian literature from the *slovo o polku Igoreve* through Pushkin and the Russian classics to the modern Soviet era. Selected readings will form the basis of lectures and analyses, and a major research paper will be required. *Lowrence G. Jones*

Sl 307 Russian Drama (3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theatre. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings will be entirely in Russian. *Irino Agushi*

Sl 308 Dostoevskij and Tolstoj (3)

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian. *Irino Agushi*

Sl 311 (En 322) General Linguistics (F; 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. Offered annually *Michael J. Connolly*

Sl 312 The Indo-European Languages (S; 3)

An introduction to the techniques for a comparative-historical study of the phonology, grammar and etymology of the classical Indo-European languages. *Michael J. Connolly*

Sl 314 Old Persian and Avestan (S; 3)

The language of the Achaemenid cuneiform inscriptions and the related earlier dialect of the Zoroastrian Zend-Avesta. *Michael J. Connolly*

Sl 316 Old Church Slavonic (F; 3)

The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages illustrated through readings in Old Church Slavonic texts. Offered annually *Michael J. Connolly*

Sl 317 Old Russian (S; 3)

An intensive study of the grammar of Old Russian and an introduction to readings in the literature of Russian from the Kievan period on. The philology of Old Russian texts. *Lowrence G. Jones*

Sl 320 Pushkin and Gogol' (3)

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied along with the background of Russian romanticism and the transition of Russian realism. Conducted in Russian. *Irino Agushi*

Sl 321 Turgenev and his Contemporaries (3)

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g. Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian. *Irino Agushi*

Sl 327 Sanskrit (S; 3)

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics. *Michael J. Connolly*

Sl 328 Classical Armenian (S; 3)

A grammatical analysis of Armenian *grobor*, the classical literary language current from the fifth century A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical, and historical texts. *Michael J. Connolly*

Sl 332 The Russian Short Story (3)

The development and structure of the Russian *rosskoz* and *povest'* from the sixteenth through the twentieth centuries. Readings in Russian. *Lowrence G. Jones*

Sl 333 Introduction to the West Slavic Languages (S; 3)

A structural sketch of the major grammatical and phonological features of Czech, Polish and Slovak. Inductive reading will serve to supplement lecture materials. Offered biennially *Lowrence G. Jones*

Sl 334 Introduction to the South Slavic Languages (S; 3)

A structural sketch of the major grammatical and phonological features of Serbo-Croatian, Slovenian, Bulgarian and Macedonian. Inductive reading will serve to supplement lecture materials. Offered biennially *Lowrence G. Jones*

Sl 335 Early Russian Literature (S; 3)

The development of Russian literature from the Kievan period, through the Tatar yoke, the rise of Muscovy, and Petrine reforms, down to the end of the eighteenth century. Through an examination of the structure and content of the original texts, the course traces the unique interplay of foreign genre and culture in both ecclesiastical and secular literature with the expression of native themes typified in the folk tradition. *Lowrence G. Jones*

Sl 336 Seminar in Soviet Literature (3)

Studies based on the works of leading Soviet writers, including Bulgakov, Pasternak, Babel', Zoshchenko, Solzhenicyn, Aksenov, Maksimov, and others. All lectures, readings, and papers in Russian. *Eleno Semeko-Ponkrotova*

Sl 337 Comparative Slavic Linguistics (3)

Prerequisite: A familiarity with Old Church Slavonic and with general linguistic technique and terminology. Selected studies in the philology of early Slavic texts, the history of Slavic language groups, and descriptive formulations of Slavic linguistic phenomena. *Michael J. Connolly*

Sl 338 Tolstoj and Solzhenicyn (3)

Significant works by Lev Tolstoj and Aleksandr Solzhenicyn, two 'witnesses of their times,' will be read and analyzed in the light of their respective political and social views, leading themes, religious philosophies, literary techniques, and views on the role of women in society. Conducted in Russian. *Irino Agushi*

Sl 339 Semiotics and Structure (3)

Theoretical and practical considerations for the use of modern semiotic and structural techniques in the analysis of para-linguistic systems, literature, mythology, and other products of social communication. *The Department*

218 / Description of Courses

SOCIOLOGY

Sl 341 The Study of Russian Literature (F; 3)

A proseminar in critical and formal techniques for the analysis, researching and appreciation of literature; bibliography, use of reference works and periodicals; literature from the viewpoints of the authors, readers, and scholars. Readings in Russian.

Offered annually

Lowrence G. Jones

Sl 342 Seminar in Russian Poetry (3)

Detailed study of the style, structure and thematic content of works from a selected group of Russian poets. Texts in Russian.

Lowrence G. Jones

Sl 343 Old Irish (S; 3)

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts.

Michael J. Connolly

Sl 344 Syntax and Semantics (S; 3)

An introduction to the concepts and operations of modern transformational-generative grammar and related models. Theories of meaning.

Michael J. Connolly

Sl 345 Advanced Russian Composition and Conversation (S; 3)

Effective writing and use of the spoken language; active expression in literary, scientific, and journalistic modes.

Conducted in Russian.

Offered annually

Irina Agushi

Sl 346 Russian Stylistics (S; 3)

A study of abstract expression in Russian; familiarization with the subtleties of syntax, vocabulary and style through extensive analytic reading and through both imitative and original writing.

Conducted in Russian.

Offered annually

Irina Agushi

Elena Semeko-Ponkratova

Research Courses

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

Sl 390 Advanced Tutorial: Russian Language (3)

Irina Agushi

Elena Semeko-Ponkratova

Sl 391 Advanced Tutorial: Russian Literature (3)

Irina Agushi

Lawrence G. Jones

Sl 392 Advanced Tutorial: Linguistics (3)

Michael J. Connolly

Lowrence G. Jones

Sl 393 Advanced Tutorial: Chinese (3)

Ting Yueh-hung

Sl 394 Advanced Tutorial: Slavic Linguistics (3)

Lawrence G. Jones

Michael J. Connolly

Sl 791 Russian Literature: Reading and Research (F, S; 3, 3)

By arrangement

Irina Agushi

Lawrence G. Jones

Sl 792 Linguistics: Reading and Research (F, S; 3, 3)

By arrangement

Michael J. Connolly

Lowrence G. Jones

Sl 794 Slavic Linguistics: Reading and Research (F, S; 3, 3)

By arrangement

Lowrence G. Jones

Michael J. Connolly

Sociology (Sc)

Core

Sc 001 Introductory Sociology (F, S; 3)

An introduction to the basic principles and perspectives of sociology, with some emphasis on the study of American society.

The Department

Sc 003 Introductory Anthropology (F, S; 3)

An introduction to the field of anthropology, including physical and social anthropology, ethnography, and cross-cultural studies.

Jeanne Guillemin

Sc 022 Crime in America (F, S; 3)

An introductory course in criminology for students who have had little prior exposure to a course in sociology. A critical view of the criminal law, the volume and the cost of crime, the dilemma of the police, the court, and correctional institutions in contemporary societies—here and abroad.

Benedict S. Alper

Stephen J. Pfohl

Sc 030 Deviant Behavior (F; 3)

An exploration of basic issues in social deviance and social control. The development and control of deviant behavior, statuses and identities are examined in terms of the twin social processes of institutionalization and stratification. Major perspectives will be considered; mental illness, corporate and government crimes, drug use and alternate sexual life-styles will be discussed.

Stephen J. Pfohl

Sc 041 Race Relations (F; 3)

An examination of race and ethnic relations in a mass society with emphasis on the minority community, systems of power and domination, racial and ethnic ideologies in relation to processes of social change.

Seymour Leventman

Sc 051 Power in Contemporary Society (S; 3)

An examination of types of power (force vs. authority); power bases (charisma, tradition, bureaucracy); problems of power (loss of authority); uses and abuses.

Ritchie P. Lowry

Sc 081 The Social Animal (F; 3)

A first course in social psychology, the study of human behavior in group settings. Topics will include aggression, conformity, interpersonal attraction, prejudice, and other forms of human interaction. Open to freshmen and sophomores only.

Michael A. Molec

Sc 083 Alienation in American Society (F; 3)

An examination of the concept of alienation; an examination of the theories of alienation. Utilizing varied theoretical perspectives, we will then examine particular conditions in modern industrial society that have led to man/woman's estrangement and show some ways both creative and destructive in which men and women have responded to that estrangement.

Shorlene J. Hesse

Sc 097 Death and Dying (S; 3)

An introduction to thanatology from a sociological perspective. Topics to be considered are: nursing homes, causes of death, the process of dying, euthanasia, the funeral industry, the hospice movement, bereavement, grief, mourning, the psychological autopsy, suicide, and the concept of social death.

John B. Williamson

Required for Majors

Sc 100 Principles of Sociology (F; 3)

An advanced introductory course for majors in sociology.

Martin D. Lowenthal

Sc 200 Statistics (F, S; 3)

An introduction to descriptive and inferential statistics. Topics include: measures of centrality and dispersion; association and correlation; probability and hypothesis testing.

Dorothy Wolker

Michael A. Molec

Sc 210 Methods of Social Research (F, S; 3)

Theory and method in social research; research designs and techniques; exercises in selected research procedures.

Paul S. Groy

Shorlene J. Hesse

Dovid A. Korp

Sc 215 Sociological Theory (F, S; 3)

The development of theory from the beginning of the 19th century to the present.

Severyn T. Bruyn

Seymour Leventman

Electives

Sc 123 Juvenile Delinquency (S; 3)

The etiology of delinquency; history of the juvenile court and correctional process; the Gault decision and its implications for change; alternatives to institutionalization; prediction and preven-

tion. Visits will be made to a juvenile court and to facilities for adjudicated delinquents.
Benedict S. Alper

Sc 127 Childcare and Corrections I (F; 3)

The course will include theory of therapy used in the care of children including the emotionally disturbed, classroom work, and field training in a children's treatment center. Requirements include 15 hours per week practicum. Close supervision will be given to a journal and field experience. Enrollment is limited with consent of instructor required.
Johon Westerkamp

Sc 128 Childcare and Corrections II (S; 3)

Continued exploration in therapeutic practices. Special attention will be given to comparative treatment centers as well as case preparation for treatment conferences.
Johon Westerkamp

Sc 130 Deviant Social Action (S; 3)

An introduction to collective deviance in human society—deviant voluntary groups and social movements (e.g., Gay Liberation, Ex-drug addict groups, secret societies), social protest activities, mobs, riots, and revolutions. Why, where, when and how does collective deviance occur, who participates in it, and what effects does it have?
David H. Smith

Sc 135 Sociology of Nonviolence (S; 3)

An examination of the social conditions underlying violence and the processes by which they are overcome through creative conflict.
Severyn T. Bruyn

Sc 142 North American Indians (S; 3)

Variations in tribal culture according to geographical "culture areas," will be covered in detail. The history of Indian-white relationships from colonial times to the present day appearance of the "city Indian" will be considered.
Jeanne Guillemain

Sc 152 Citizen Participation, Voluntary Associations, and Social Movements (F; 3)

An introduction to the history, meaning, nature and current activities of voluntary groups and social movements covering social services, occupations, religious, leisure as well as protest.
David H. Smith

Sc 154 Sociology of Medicine (F; 3)

The organization of medical care; the structure of the professions providing medical services (education and training, professional associations, competition between various professional groups); client-professional relationships, and the structure of hospitals and clinics.
Lyndo Lytle Holmstrom

Sc 160 Sociological Study of Religion (F, S; 3)

An analysis of religion as a social phenomenon. The major topics covered are: the functional definition of religion, the social articulation of religion, in an historical-evolutionary perspective, the problem of religious institutionalization, religion in modern society. The course is geared to the formulation of concepts and sociological insights that may be helpful to the understanding of present-day religious situations.
Theodore Steeman, O.F.M.

Sc 165 Anthropology of Law (F; 3)

A cross-cultural study of legal codes and processes, emphasizing native African systems, North American Indian lawways, and other traditional means of community-based social controls. Field work in the courts and police departments of Boston and local townships required.
Jeanne Guillemain

Sc 166 Structure of the Black Family (F, S; 3)

The course is an interdisciplinary approach to investigating 1) the nature and impact of racism on black family structure, function and dynamics; 2) the role the black family can play in the struggle against racism; and 3) the implications for the black family.
Richard Cooper

Sc 172 Complex Organizations (F; 3)

The role and impact of complex (bureaucratic, formal, multifunctional) organizations in contemporary society; problems they create including over-rationalization, depersonalization, secrecy, etc. Consideration of necessary reforms and alternatives to bureaucracy (in politics, community life, education, the military, the church, etc.).
Ritchie P. Lowry

Sc 175 Urban Community (F; 3)

An examination of the theories of development of urban society. Special focus given to (1) the ecology of urban growth, (2) social or-

ganization patterns within the city, (3) urban political governance, and (4) the potential role of social research and social planning for improving urban social movements.
Martin D. Lowenthal

Sc 180 Social Psychology (S; 3)

An introduction to the major theoretical schools: Gestalt, Reinforcement, Role, Psychoanalysis, and Field Theory with an emphasis on empirical findings regarding socialization, interpersonal influence, and processes in small groups.
Michael A. Malec

Sc 191 Comparative Social Change (F; 3)

The analysis of major social changes in America and in poor countries, seen through a variety of theoretical perspectives. Topics covered include: political and economic inequality, social revolution, and "future shock."
Paul S. Groy

Sc 196 Aging and Society (F; 3)

An introduction to the sociology of aging. Topics to be considered are: the biology of aging, the psychology of aging, sexuality and aging, friendship and family relationships, changes in status and power, retirement, and victimization of the elderly.
John B. Williamson

Sc 250 Perspectives on War, Aggression and Conflict Resolutions (F; 3)

An exploration from an interdisciplinary perspective of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance.
Ritchie P. Lowry

Sc 251 Perspectives on War, Aggression and Conflict Resolutions (S; 3)

Ritchie P. Lowry

Sc 299 Reading and Research (F, S; 3)

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration.
By arrangement
The Department

Sc 301 Urban Affairs Symposium (S; 3)

Prerequisite: Completion of one of the following or their equivalent: Ec 394, Hs 565, Po 311, Sc 175.

This course provides the core of the Urban Affairs concentration and is required of those students in the program. The purpose of the course is to bring together students, faculty, and practitioners, from a wide variety of disciplines and endeavors, to address the problems currently facing our metropolitan centers. Problems such as urban unemployment and poverty, political fragmentation, housing and transportation will be considered. Such problems shall emerge and response will be designed in the context of a "gamed" environment in which students take on roles and actions which a simulated city would require. Through the use of gaming simulation techniques in conjunction with the usual lectures and discussion groups the integrated and "interdisciplinary" nature of the urban phenomenon will emerge. Hopefully, solutions to urban difficulties which remain hidden from the restricted vision of single disciplines will appear.
Martin D. Lowenthal

Sc 325 Theories of Crime Causation (S; 3)

A review of theories of what "causes" crime, from ancient times to today. Reference will be made to the relationship between theories of crime causation and their application to penal practice at each stage.
Benedict S. Alper

Sc 327 Childcare Supervision I (F; 3)

The course aims to develop theory, methodology and analysis of supervising attitudes and procedures in the childcare and corrective field. Designed for those who have taken Sc 127 and Sc 128, the course is also open to students who have equivalent backgrounds.
Johon Westerkamp

Sc 328 Childcare Supervision II (S; 3)

Johan Westerkomp

Sc 330 Deviance and Social Control (F; 3)

An advanced study of deviance and social control; a critical review of major theoretical and research frameworks; an examination of the process of "becoming deviant" and a discussion of current strategies of social control.
Stephen J. Pfohl

Sc 337 Population and Ecology (S; 3)

A study of the problems related to the interrelationship between

population processes and the physical and social environment; historical and present day trends in population growth with special emphasis on third world countries; international and internal migration; sex, race, and class differences in fertility and mortality.

Sharlene J. Hesse

Sc 363 Women at Work (F; 3)

An examination of the current issues involving women's participation in the labor market: The combination of family and career roles; the social and psychological adjustments of different groups of women; the social and political forms of sex discrimination. A cross-cultural perspective will be utilized in our exploration of these issues.

Sharlene J. Hesse

Sc 366 Social Problems of the Economy (F; 3)

An exploration of the relationships between social problems and the economic order and how certain economy structures generate social problems and how those problems may be solved in part by creating alternative structures. We will consider such problems as pollution, drug addiction, crime, prostitution, unemployment, maldistribution of wealth, welfare, and economic domination.

Severyn T. Bruyn

Sc 378 Introduction to Social Work (F, S; 3)

A broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and *modi operandi* of the settings in which social work is practiced.

Dwight S. Adams

Albert F. Honwell

Sc 422 Topics and Issues in Criminology (F, S; 3)

By arrangement with instructor.

Benedict S. Alper

Sc 461 Sociology of Art (S; 3)

Beginning with a cross-cultural approach to the social functions of art, the course will deal with the relationship between the social role of the artist and his or her community and with the corporate structures which regulate communication between artist and contemporary audiences (museums, galleries, educational institutions).

Jeanne Guillemin

Sc 491 Modernization and Development (S; 3)

The course presents a variety of theories of social and political development, using case studies drawn primarily from Africa and Latin America. Emphasis is placed on the part played by emerging institutions of the Third World in meeting the challenges of modernization.

Poul S. Groy

Sc 511 Field Work Methods (F, S; 3, 3)

This course will allow graduate students to formulate field research projects and pursue those projects under the guidance of the instructor. Case studies from the anthropological and sociological literature will be used as examples of research methods.

Dovid A. Korp

Poul S. Gray

Sc 512 Computer Application in Social Research

A training in the use of program packages oriented toward statistical analysis of large masses of data. Specific packages will be discussed and students will be expected to run programs. No previous experience with computers is assumed but a background in statistics is recommended.

To Be Announced

Sc 513 Evaluation Research (S; 3)

The course focuses on the evaluation of action programs in the health, education and welfare sectors with special attention given to alternative research designs, conflicts between evaluator and program personnel, political pressures and utilization of research design for decision-making.

Dovid H. Smith

Sc 524 Seminar on the Juvenile Court and Correctional Process (F; 3)

Designed to give students an opportunity to review critically the juvenile court procedure especially the post-commitment process: probation and parole, the training school, closing juvenile institutions, community-based facilities. For students in sociology, education, psychology and social work.

Benedict S. Alper

Sc 529 Sociology of the Family and Sex Roles (S; 3)

An analysis of the sociological theories and research dealing with the family with particular attention to its relation to the broader

society and the internal dynamics. Considerable emphasis on the interconnections between these aspects and changing sex roles.

Lyndo Lytle Holmstrom

Sc 530 Issues in Social Control (S; 3)

An exploration of basic theoretical, research and policy issues related to the informal and formal social control of behaviors, ideas and lifestyles. Emphasis on the implications of various efforts to socialize persons to conform to the dominant realities of existing political-economic orders and attempts to "re-form" deviant groups and individuals through punishment, therapy and exclusion. Specific attention will be given to the social-history of "institutionalization" as a means of controlling social deviants.

Stephen J. Pfohl

Sc 541 Ethnic Groups in the City (F; 3)

Focusing on ethnic groups in American society, the course examines and analyzes, sociologically, the responses of ethnic groups, as minorities, to the special character and problems of contemporary urban (and suburban) life.

Seymour Leventman

Sc 549 Social Problems Theory and Policy (S; 3)

Brief history of the development of popular beliefs and scientific theories about social problems, from evil-equals-evil to blaming-the-victim myths, including deviancy, disorganization, and functional analysis.

Ritchie P. Lowry

Sc 550 Important Readings In Sociology (S; 3)

Members of the seminar will read and discuss a number of books generally considered significant in the development of sociology. Throughout the semester discussion will center on the characteristics of these important researches. A consideration of the relationship between method, theory and analysis. Each work will be analyzed in terms of its general contribution to sociology and its place within the development of particular areas.

Dovid A. Korp

Sc 577 Community (S; 3)

The course will examine current theoretical approaches to the subject of community and will attempt to develop new frameworks for community analysis that can be used in general sociological theory, community research, and in the development and application of social policy.

Mortin D. Lowenthal

Sc 580 Structure and Function in Administration (F, S; 3, 3)

A survey course in administration, the objectives are: (1) provide an overview for those entering an administrative job; (2) provide a basic understanding of administrative structure, process and function. Emphasis on administrative theory, structures, goals and values, leadership and delegation, planning and program development, integration, innovation, decision-making, policy-making, internal and external communication. The second half deals with staff recruitment, development, management, supervision, job evaluation, salaries and the politics and mechanics of the budget process, personnel policies and bookkeeping essentials for the administrator.

Dwight S. Adams

Sc 597 Work and Personality in the Middle Years (F; 3)

An analysis of the aging processes in middle life and their demographic, psychological, and sociological implications for familial, occupational, and other institutions.

John D. Donovan

Sc 696 Social Gerontology (S; 3)

A sociological analysis of aging and the aged. Topics to be considered include: historical and comparative perspectives, friendship and family relationships, nursing homes, the politics of aging, the economics of aging, and retirement. The course will be a seminar.

John B. Williamson

Sc 703 Multivariate Statistics (S; 3)

We will cover both bivariate and multivariate statistical methods, contingency table analysis, t-tests, F-tests, analysis of variance, correlation, multiple regression, path analysis, and factor analysis. Emphasis is on the interpretation of statistical data. The SPSS statistical package is used throughout the course. A knowledge of statistics at the level of Sc 200 will be assumed.

John B. Williamson

Sc 710 Advanced Research Methods (F; 3)

An overview of the alternative approaches available to the social researcher. Among those considered are: survey research, intensive interviewing, observational field research, experimental research,

historical analysis, content analysis, aggregate data analysis, comparative research methods, and evaluation research.

John B. Williamson

Sc 714 (As 724) Graduate Core Colloquium: An Introduction to The Literature of American Studies (F; 3)

See American Studies section for description.

Sc 715 Proseminar: Sociological Theory I (F; 3)

An examination of European philosophical and intellectual traditions forming the general theoretical perspectives of modern sociology; of contemporary theoretical schools including symbolic, interactionism, functionalism, and Marxism; the development of cultural theory.

Severyn T. Bruyn
Seymour Leventmon

Sc 715 Proseminar: Sociological Theory II (S; 3)

Severyn T. Bruyn
Seymour Leventmon

Sc 719 Seminar: Critical Sociology (also Th 825) (S; 3)

Using materials from both the main sociological tradition and from the Frankfurter Schule and other social critics, the seminar will concentrate on the problem of the relation between sociology and social ethics. It aims at a sociological methodology which is ethically relevant.

Theodore Steemon, O.F.M.

Sc 725 Theory and Research in Criminology (F; 3)

An in-depth examination of major theoretical perspectives and current research trends in the study of crime and its control. Particular attention to the debates surrounding the utility of "social reaction" and "conflict" models of criminal justice and to the relationships between crime and crime control in a capitalist society.

Stephen J. Pfohl

Sc 780 Seminar on Parsons (F; 3)

Theodore Steemon, O.F.M.

Sc 799 Reading and Research (F, S; 3)

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration.

The Department

Sc 799 Reading and Research—Corporate Responsibility (F, S; 3)

The use of investments to promote corporate responsibility re environmental problems, development in South Africa, consumer awareness, etc., involving active fieldwork. Enrollment by permission of instructor.

Ritchie P. Lowry

Sc 801 Thesis Seminar (F, S; 3, 3)

By arrangement

The Department

Sc 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

Sc 900 Teaching Apprenticeship (F, S; 3)

By arrangement

The Department

Sc 901 Research Apprenticeship (F, S; 3)

By arrangement

The Department

Sc 902 Seminar in the Teaching of Sociology (F, S; 3)

By arrangement

Michael A. Molec

Sc 990 (As 990) Graduate Core Seminar (S; 3)

See American Studies section for description.

Sc 998 Doctoral Comprehensive

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee of \$5.00 plus the activity fee are the only payments required. The course title will not appear on the student's academic record nor will any credit be granted.

Sc 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register, and pay the fee, for doctoral con-

tinuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Speech Communication and Theatre (Sa)

Speech Communication Basic Theory and Performance Courses

Sa 099 Introduction to Communication (F; 3)

This is a survey course designed to introduce students to the four main divisions in communication studies. Attention will be devoted to pivotal concepts in oral communication and the practical application of theoretical concepts. This is a performance as well as theory course. Open to freshmen. Sophomores may be admitted with the prior consent of the instructor.

Donald Fishmon

Dormon Picklesimer, Jr.

Sa 101 Formal Speaking in Public (F, S; 3)

Concentration on the effective preparation and delivery of such classical speech types as expository, occasional, persuasive and argumentative addresses. Attention is given to various modes of speaking, including extemporaneous, impromptu and manuscript methods. A considerable use is made of recordings, so that students may evaluate their own progress.

Donald Fishman

Dormon Picklesimer, Jr.

Sa 102 Techniques of Argumentation (F, S; 3)

This course will be concerned with uniting traditional argumentation theory and modern decision theory to formulate a conceptual framework for problem solving and decision making in advocacy. It will attempt to equate conflicting values which relate to problems of administration, policy making and implementation of policy alternatives. These methods will combine theories of decision making and problem solving with persuasive uses of language in the context of conflict, controversy and cooperation.

Doniel Rohrer

Sa 103 Influence and Action, Further Elements of Persuasion (F; 3)

How and why audiences are persuaded to accept a speaker's viewpoint with experience in applying principles to classroom speaking situations.

Dormon Picklesimer, Jr.

Sa 104 Interpersonal Communication (S; 3)

This course is based upon the premise that most of the communication in which people engage is interpersonal rather than public. It relates more closely to the day-to-day communication needs of contemporary society. Student participation in this course ranges from dyadic (one to one) communications to formal situations. The course is divided into three sections: (1) know self, (2) know others, and (3) know the message. Both verbal and non-verbal communication techniques stressed.

Dormon Picklesimer, Jr.

Sa 106 Man and Communication (S; 3)

This course is designed to serve the interest of students concerned with assessing recent findings in communication theory. The focus of the course is on the development of explanatory models for complex communication events. Critical attention will be directed at verbal reasoning skills and nonverbal factors in communication transactions. Special emphasis will also be given to interpersonal trust, self-disclosure, and communication breakdowns in small group situations. The approach of the course is multi-dimensional, drawing on the literature of speech and the related arts and sciences.

Donald Fishmon

Sa 107 Voice and Articulation for the Electronic Media (S; 3)

Over the last twenty-five years professionals in the electronic media, whether in arrangement or in performance, have abandoned local and regional dialects and pronunciation patterns. General American speech has become standard and clear articulation an accepted practice. Professionals are no less concerned with flexible

222 / Description of Courses

SPEECH COMMUNICATION AND THEATRE

and pleasant speaking voices. The department schedules Sa 107 so students who are seriously interested in electronic media careers may reach acceptable speech standards and also develop their skills in interpreting script of many varieties. *Gail-Anne McGroth*

Advanced Courses

Sa 201 Persuasive Argumentation (S; 3)

See Instructor for prerequisite

This course provides students with training in the analysis of argued questions, the discovery of issues, the evaluation of evidence and the preparation of logical argumentation, audience analysis and adaptation of argument to specific audiences. Students may participate in a program of symposia and debates before community organizations in all parts of the nation. *The Department*

Sa 206 Group Dynamics (S; 3)

This course concentrates on the problem-solving process using the group discussion method. While both sociological and psychological aspects are considered, the emphasis in the course is on group and interpersonal communication techniques. Attention is given to participation and leadership in problem-solving and policy making discussions. *Dormon Picklesimer, Jr.*

Sa 212 Freedom of Speech, Press and Association (S; 3)

Students will survey limitations on free expression which are operative in American society, and consider the historical, philosophical and legal background of such limitations. Attention is focused on the free speech theories which have emerged in the 20th century decisions of the U.S. Supreme Court. During these years of political disputes and economic crisis, the individual's freedom of expression in the public forum will be investigated. *Daniel Rohrer*

Sa 213 Media Law (S; 3)

This course will examine the constitutional and regulatory framework controlling the electronic media. Emphasis will be placed on the philosophical premises underlying the system of freedom of expression as well as the current operational difficulties. Attention will be focused on topics dealing with (1) legal protection in broadcasting news and opinion (2) the right of access to the media (3) standards for judging the public interest (4) cable television. Completion of Sa 212 or consent of the instructor is required. *Donold Fishman*

Sa 214 Campaign Rhetoric (F; 3)

This course involves studies in the rhetoric used by Presidential and Congressional aspirants. It considers the making of issues, the developing of issues, rhetorical strategy and tactics in election speech-making, and the meeting and avoiding of issues. *Daniel Rohrer*

Sa 215 Rhetoric of Contemporary Political Conflict (F; 3)

This course employs video tape and frequent guest lecturers, speech writers and political officials to analyze the power struggles between the executive, legislative and increasingly, with Watergate, the judicial branches of the American government. These conflicts usually deal directly or indirectly with peace and war since they deal with the basic question: Are we going to emphasize our domestic or military needs? Through the use of video tape students analyze the speaker's style, delivery, how effectively the speech was adapted to the audience, the truthfulness of the content and the overall effectiveness of the speaker in terms of the immediate and universal audiences. *Daniel Rohrer*

Sa 216 The Rhetoric of the Dusk (S; 3)

Class focuses on the current revival in occult practices which has produced its own persuasive apologists. Class analyzes the preachments of several Satanic cults and reviews the pronouncements of the white witches, the warlocks, the black witches and related groups. What is the derivation of these creeds and how is the present revival linked to the past reemergences? Students are also concerned with the significance of this revival for contemporary society. In addition to the background lectures of the two professors and the screening of relevant films, students will hear guest lecturers who will join them in appraising the current revival in the occult. *John H. Lowton*

Sa 217 Public Platform: The Pathfinders Women and Communication 1860-1920 (F; 3)

This is a course designed for lecture and discussion on women educators, writers, artists and labor organizers of the late 19th and

20th Centuries. The course will be approached from the point of view of effective persuasive communication. *Mary T. Kinnane*

Sa 219 Rhetoric of Zionism (S; 3)

This course focuses on the development of Zionism in America. The course is designed to examine the conversion experience of American Jews to Zionism as well as the integrationist and separatist tendencies in Zionist ideology. The orientation of this examination centers on the convergence of theories of ethnic group activity and theories about the rhetorical strategies of social movements. The approach of the course is both rhetorical and sociological. *Donold Fishman*

The Mass Communication Media

Sa 320 Mass Media: Survey in the 20th Century (F; 3)

This survey course will examine the nature, scope, and function of the mass media in America. Attention will be placed on both print and the electronic media and an attempt will be made to formulate rhetorical interpretations about the impact of the media on various segments of American life. Special emphasis will be given to the development of an access principle, a reassessment of the fairness doctrine, and recent license renewal challenges. Consideration will also be given to the broader themes that are raised by transformations in the media during the 1970s. *Donald Fishman*

Sa 321 Radio: An Introductory Course (F; 3)

Areas to be studied include: history of radio, the Federal Communications Commission, broadcast law, radio station operation and radio programming. Practical experiences center on audio production and performance, newswriting, and commercial writing. *Mortin LoMonoco*

Morilyn Motelski

Sa 322 Television: An Introductory Course (S; 3)

Areas to be studied include: history of television, the Federal Communications Commission, broadcast law, television station operation and television programming. An important part of the course is television production and performance. *Martin LoMonaco*

Sa 325 Introduction to Film (Criticism) (F; 3)

Class is concerned with the critic's role in evaluating cinema as artistic and meaningful communication. Attention is given to such essentials of film production as the script, characterization, dialogue, setting and direction which must be appraised by the critic as he or she evaluates a motion picture. Other central factors, including photography, editing, montage, decor and animation also receive attention. Class members, assuming the critic's role, undertake sequence by sequence analyses of selected excerpts. In this process they concentrate on film masterpieces as well as on pretentious failures. During the final weeks of the course students view several contemporary films and present their own complete and carefully organized critiques. The professor is joined in the class by several distinguished critics who discuss their role with the students. Discussion and open forum insure an educative experience for all concerned. *John H. Lowton*

Sa 328 Introduction to Journalism (F; 3)

In a general survey course on how to read and write for newspapers and magazines, we will be focusing most of our attention on the Boston media. Students will learn how articles and publications are put together, how orders of priorities are decided, how writing styles can be improved. Learning how to read critically is a byproduct of this course. Students will be required to write an interview story, a news feature, an on-the-spot feature, a column or review, and a final in-depth report. Leaving campus to pursue stories will be a necessity. Students will also be expected to keep abreast of the world's day-to-day news and events. *Arnold Reisman*

Sa 329 Special Program Concepts in the Electronic Media, The Interview, The Talk Show and Political Speaking (F; 3)

Firstly this class is concerned with the techniques of radio and television interviewing. Next attention is centered on the talk show concept and various program types are analyzed. Several talk show hosts in the Greater Boston area will discuss major problems which have confronted them, and the solutions which they employed. Special attention is given to the techniques of handling an audience-participation talk show.

During the final weeks of the course class members will study effective political speaking on radio and television and reconsider the techniques of such persuasive media performers as Franklin D. Roosevelt, John F. Kennedy and Senator Wayne Morse (Oregon). In addition to this study of models students may prepare and video tape their own persuasive speaking.

As the course ends all students will submit a documented essay on a topic approved by the professor.

Sa 330 Performance on Radio and Television (F; 3)

This course is concerned with the several performance areas in the broadcast media. Primary attention is on news, commercial and script announcing. The criteria employed in the critical evaluation of performance is also studied.

Martin LoMonoco

Sa 331 Problems in Television News and Public Affairs Broadcasting (S; 3)

Prerequisite: Sa 322, Sa 328, Sa 453.

Equivalent experience must be cleared with the instructor before permission to enter the course can be granted.

This course is an intensive study of the production techniques, writing, and management of television news operations. In addition to attending lectures and other presentations, the class will gather, write, edit, and produce news material in programs to be recorded at the college's closed-circuit production studio during the semester. Students must be prepared to spend at least two or three hours per week in lab times to be arranged in the first class meeting. Guest lectures by local television news and public affairs personalities will highlight the course meetings during the semester.

Martin LoMonoco

Sa 332 Broadcast Writing (F; 3)

Writing of various types of materials for broadcast use. The course will emphasize those skills necessary for entry level positions which require writing skills. Types of continuity to be studied will be news, commercial copy, and dramatic writing for both radio and television. The role of the writer in a production will also be discussed.

Martin LoMonoco
Morilyn Motelski

Sa 333 The Television Documentary (F; 3)

This course explores the past 25 years of documentaries, news specials and investigative reports on television. As we view in class several examples from the vaults of CBS, NBC, ABC and the public broadcasting network, we will be concentrating on three areas: the changing history of style and content in TV documentaries, a survey of the process of the making of a TV documentary, and the art of analyzing and critiquing a TV documentary. Written reviews will be required. We will also be examining the genesis of one independently-made film in a guest lecture.

Arnold Reisman

Sa 334 The American Film: Influencing Action in the Business and Political Communities (F; 3)

This course is concerned with the role of films in shaping public opinion and influencing decision making. Students will view and analyze moving pictures released by agencies in the Federal Government with a view toward arousing sympathetic public response. Various documentaries circulated by Departments of the Interior, Defense and Health, Education and Welfare will be given special attention. Network documentaries such as "The Secret War" and "Hunger in America" will also be shown and discussed. Attention will be given as well to advertising and documentaries released by business concerns. Thus, the thrust of the course is to broaden student understanding of the cinema as a significant agency in influencing public opinion.

John H. Lowton

Sa 337 Film Propaganda: The Cinema of War and Peace, Poverty and Racism (S; 3)

This course is concerned with the role of propaganda in creating and sustaining a war climate. World War II and the Vietnamese conflict receive particular attention, and the class focuses upon the electronic media, analyzing their impact on the American public. Students also evaluate the effectiveness of film and television programming combating racism and warring on poverty. Selected films and television documentaries are viewed, techniques analyzed, and effects, if any, on national policy making are determined.

John H. Lowton

Sa 339 Advertising Law (F; 3)

This course will concentrate on the legal and regulatory framework within which the field of advertising must function. It will include the problems of the right of privacy in advertising; the need for public disclosure in advertising; promotion without contractual commitment or accidental liability; the scope and limits of regulator agencies: the advantages and disadvantages of greater regulation over the advertising media; rights and limits on deceptive, false and subliminal advertising; the question of whether networks or stations should be compelled to accept paid editorials; and whether a requirement of free time and equal time should be placed upon the broadcasting media for any reason.

Doniel Rohrer

Sa 440 Introduction to Media Advertising (F; 3)

A survey of advertising practices and procedures, this course will deal with the development of the advertising campaign. Topics to be covered will include the organization of the advertising agency and its relationship with the client; the determination of an advertising budget; selection of the best media for the presentation of a particular client's advertising message, including print, electronic, outdoor, and point of purchase advertising; advertising message design and the production of print and non-print materials, and advertising research.

Martin LoMonoco

Sa 442 Commercial Media Writing, The Press (S; 3)

Prerequisite: Ability to write.

This course focuses on how to bring salesmanship into your writing style, how to market specific commodities, how to persuade an audience or certain consumers to accept your product and your personality. We will concern ourselves with the field of advertising copywriting and the general idea of public relations and promotions. This is all directed to the print media only and not radio or TV. We will trace the course of ad and publicity.

Arnold Reisman

Sa 444 Commercial Writing for Television and Radio (S; 3)

This course is concerned with an exploration and verbal techniques employed in advertising specific goods and services via the electronic media. The principles for employing photography, typography, and design effectively in a filmed commercial are reviewed. Both the structure and the phrasing of the spoken message on television and radio are analyzed in terms of their persuasiveness for particular viewing and listening audiences. Consumer attitudes and behavior as well as psychological mechanisms upon which the effectiveness of commercials depend receive attention. Late in the course public service copy and announcements are considered in appropriate detail.

Since this is a writing workshop, class size is restricted.

Mr. Richard Joslin who will teach this course is a commercial writing specialist for the electronic media with Quinn and Johnson, Inc. Class is open only to such majors who have completed Sa 322, Sa 332, Sa 440.

Richard Joslin

Sa 446 Photo Journalism (F; 3)

This course is concerned with the essentiality of photography in creating a meaningful and attention winning news story. Students in this course are required to do field work of an increasingly challenging nature, and are evaluated on their skill in incorporating film and narrative in one story.

The Department

Sa 447 Commercial Time Sales in the Local Market (S; 3)

This course is concerned with the sales of commercial time to business concerns, manufacturers and other agencies in the local market. The professor will concern himself with the analysis of the market, various types of commercials available and the adapting of such commercials to the needs of prospective advertisers. Mr. John Davison, who will teach this course is the General Sales Manager of Channel 4—a station with the most impressive record for the sale of commercial time in New England.

Department majors requesting this course should have completed Sa 322, Sa 334.

John Davison

Sa 448 Radio and TV Station Management (F; 3)

Management techniques and the relationship of management to station personnel are analyzed in this particular course. A department faculty member handles class work; however, several TV and radio station managers present lectures in pertinent areas.

Martin LoMonoco

Advanced Course Work in the Media

Sa 449 Comparative Broadcast Systems (S; 3)

A survey of the national and international communications systems. Emphasis is on the control and operation of radio and television in the various countries of the world and on world communications problems. *The Department*

Sa 450 Broadcasting—A Critical Evaluation (S; 3)

An exploration of contemporary radio and television from a critical viewpoint. An appraisal of network and local station programming policies and program content—including entertainment, news, public affairs and children's programs. Also being studied are broadcasting economics, advertising and the business corporation; legal regulations; and the sociological impact of the media. *The Department*

Sa 451 Advanced Television (Scriptwriting) (S; 3)

This course is concerned with creative writing for the television media rather than sales persuasion, commercials, etc. The professor will give particular attention to the writing of the documentary program, to the theatre script and to several types of public discussion. Prerequisites for the class include: Intro to Television and some other pertinent course work in this medium. *Arnold Reisman*

Sa 453 Advanced Journalism: Reviewing (S; 3)

Prerequisite: Ability to write, or Introduction to Journalism. Students will learn how to compose their critical thoughts and let their individual styles come through their writing in this course, which deals explicitly with reviewing films, plays, concerts, albums, books, art, dance, restaurants, television programming and the news media. In a sense, although most efforts will be channeled into improving concepts of writing and analysis, this course by its very nature will assume the role of an arts appreciation seminar. Desire and willingness to develop expertise in this area is imperative. Students will be expected to write 8–10 reviews and/or articles geared to the formats of newspapers, magazines or Sunday Supplements. *Arnold Reisman*

Sa 455 Criticism and the News Media (S; 3)

Prerequisite: Ability to write. In this course we will examine how the daily press, local television stations, national publications and special-interest magazines cover the world of arts and entertainment. We will discuss the various aspects and schools of thought dealing with reviews and critiques. Students will be expected to write reviews in the following areas: film, theatre, music, books. If time permits, students will also be required to write an in-depth news feature focusing on some specific aspect of the arts. *Arnold Reisman*

Sa 457 Senior Seminar in the Media (S; 3)

This course will focus on selected problems in the media. During the 1979–80 term, attention will be devoted to: (1) New Journalism, (2) Children's Television, (3) Politics and the Media. This course is open to senior majors; limited enrollment of other students with the prior consent of the instructor. *Donald Fishman*

Sa 520 Media Workshop (S; 3)

This program is open to communication majors in junior and senior year only and provides them with partial internships in the media, including radio and television stations, newspapers, periodicals and various areas of the film industry. In a few instances internships in media-oriented public relations firms are available to students. *John H. Lowton*

Sa 521 Media Workshop II (S; 3)

Additional apprenticeship training in the media is available for departmental majors for a second semester. *John H. Lowton*

Sa 522 Media Workshop III (S; 3)

Further experience in mass media and allied areas. *John H. Lowton*

Sa 523 Media Imperialism—Imperialism (S; 3)

Media is an essential element in the formation of an effective social movement. This course explores the media strategies and tactics of international leaders, using film, newspaper, radio and television. *Marilyn Motelski*

Sa 594.01 Introduction to Honors (S; 3)

Under this new arrangement, students wishing to participate in the

Department's program in honors during their senior year will participate in this preparatory course in the second semester of their junior year. The professor, who will handle this preparatory course will review research techniques, deal with scientific sampling and guide students in selecting a project which can be properly researched and reported in the first semester of the senior year. Each junior in the class will fully outline his or her proposal, select appropriate methods of inquiry and report probable sources before the course ends. Students who complete this preparatory course successfully may move on to Sa 595.01 which is scheduled for the first semester of the senior year. Students entering honors must have a cumulative grade point average of 3.4. *Donald Fishman*

Sa 595.01 Honors Program in Communications (F; 3)

Candidates for department honors are those who have done high level work in Sa 594.01. During the first semester of their senior year these students, with the guidance of a faculty member, will complete the proposal drawn in the previous course.

Sa 597.01 Readings and Research in Communications (S; 3)

Students are not encouraged to employ this course for anything but a very specific program, which must be approved by a faculty member and by the chairperson as well.

Theatre

Sa 140 Introduction to the Theatre (F; 3)

A general course which emphasizes factors influencing form and content in dramatic literature. Attention is also given to director's, actor's, and designer's roles in modern theatre practice. *Daniel LoPento*

Sa 141 Oral Interpretation of Literature (F; 3)

A basic communication course dealing with the principles and techniques of the oral performance of literature. Emphasis will be on methods of literary analysis, logical and emotional content of literature and performance techniques. Various types of literature will be examined from the standpoint of aesthetics as well as communication. *J. Poul Marcoux*

Sa 143–144 Elements of Theatre Production (F, S; 3, 3)

A lecture-laboratory course designed for the student of theatre who wishes to become competent in the areas of stagecraft, lighting, make-up, costume, stage properties, theatre administration. Emphasis is placed on concentrated practicum work and involvement in the Boston College Dramatics society productions. *Daniel LaPenta*

Sa 145 History of Theatre I (F; 3)

This course follows the simultaneous development of the actor, playwright, architect and director from the Dionysian theatre to the theatre of Shakespeare. *Joseph M. Lorkin, S.J.*

Sa 146 History of Theatre II (S; 3)

Prerequisite: Sa 145. Course deals with the theatre from Restoration century to 1900. Growth of the American theatre and developing European forms are considered. *Joseph M. Lorkin, S.J.*

Sa 147 Modern Theatre (S; 3)

Theatrical and literary analysis of a sixty year period of drama ranging from Henrik Ibsen (1890) to Edward Albee (1950). Modern theatre in both Europe and America is studied with a concern for the historical, social, cultural implications of drama in terms of man's relationship to nature, society, work, himself, and the past. In addition to lectures and discussions of plays a variety of media will be employed: films, slides, scene cuttings in class, field trips to theatres and plays in the Greater Boston Area. *Joseph M. Lorkin, S.J.*

Sa 252 Creative Dramatics (F; 3)

Creative Dramatics is a discipline of theatre and education which concerns itself with informal dramatic activity for children. Students will be trained to become creative dramatics leaders skilled in the use of improvisation, pantomime, movement, storytelling, and puppets. Weekly workshops, during class time, will be used to develop and reinforce these skills. Emphasis is placed on the development of spontaneous informal play as a loosely structured, imaginative form, of personal expression. *J. Poul Marcoux*

SPEECH COMMUNICATION AND THEATRE

Sa 523 Stage Lighting and Design (S; 3)

A study of the artistic and practical elements involved in preparing a stage setting. A course in which the practical and artistic users of stage lighting will be investigated. The history of scene design and its relation to other forms will be studied.

Doniel LoPento

Sa 256 Black Theatre: Its Contemporary Literature (F; 3)

The purpose of the course is to introduce students to contemporary black playwrights and the forms these playwrights employ to communicate their message. Particular emphasis will be placed on the social purpose of the playwrights as well as on their creative process.

The Department

Sa 257 Black Theatre: Presenting the Play in the Black Community (and elsewhere) (S; 3)

Work in the second semester will grow organically out of the first. Plays including unpublished manuscripts, studied in the first semester, will be reviewed from the production standpoint. In the concluding portion of the course, class members will select a play, produce it and present it in the black community and elsewhere.

The Department

Sa 259 Children's Theatre (S; 3)

Techniques and methods of producing a wide variety of children's plays from the traditional to the experimental is the concern of this course. Students in the class will become members of the Boston College Children's Theatre Company and have a variety of opportunities to produce a children's play that will tour Boston College Learning Center Schools. Special consideration given to the problems of production: scenery, costumes, touring shows.

Doniel LoPento

Sa 342 Theory and Practice of Acting I (F; 3)

This introductory course will be concerned with the fundamentals of acting. The techniques of observation, imagination, concentration and sensory recall will receive attention. Employment of voice and body in developing characterization will be studied.

Joseph M. Lorkin, S.J.

Sa 343 Play Direction I (F; 3)

A course in the fundamentals of script analysis, blocking and interpretation. Investigation of various schools and techniques of play direction.

Doniel LoPento

Sa 348 Analysis and Performance of Dramatic Literature (S; 3)

Prerequisite: Sa 141, or permission of the instructor.

This course presupposes a basic understanding of oral interpretation (See Sa 141) and/or performance experience. Emphasis will be on contemporary approaches to group interpretation including Readers Theatre and Story Theatre. A public performance will climax classroom work in the selection, analysis, and rehearsal of special materials.

J. Poul Morcoux

Sa 350 Theory and Practice of Acting II (S; 3)

Prerequisite: Sa 343 or permission of instructor.

This course will concentrate on scripted materials and on building specific characterizations. Some attention will be given to the various styles of acting appropriate for pre-modern drama.

J. Poul Morcoux

Sa 351 Play Direction II (F; 3)

Prerequisite: Sa 343

A continuation of Sa 343, this course will stress performance. The student will be expected to prepare several scenes for class evaluation and discussion.

J. Poul Morcoux

Sa 454 Playwriting (S; 3)

Permission of instructor required.

This is a laboratory course dealing with the basic elements of the playwright's art. A fully developed short play will be required. Some of these will be given a public production.

Joseph M. Lorkin, S.J.

Sa 456 Speech and Theatre Activities for the Exceptional Child (S; 3)

This course concerns itself with developing and implementing a comprehensive program in speech and theatre for the handicapped child in special education or regular classes. The recreational and therapeutic effects of such activities as creative dramatics, oral reading, choral speaking, puppetry and formal dramatics are

carefully considered. Emphasis is on adjusting methodology in speech and theatre education for children with special needs and abilities. Speech improvement at various educational levels is also an important consideration. Class demonstrations, observation, guest lectures, and laboratory experiences are an integral part of this course, which may be taken for special education or for speech communication and theatre credit.

J. Poul Morcoux

Sa 458 The American Play: Art of Reality (S; 3)

The course deals with the place of the American Drama in the 20th Century society, and the effect of that society on the artist. The seminal playwrights such as O'neil, Williams, Miller, Wilder and Albee will be covered in depth, as will the works of lesser dramatists such as Hellman, Odets and Behrman.

Doniel LoPento

Sa 464 Experimental Theatre (S; 3)

Prerequisite: Sa 146, Sa 147 or permission of the Instructor.

An intensive study of several European playwrights who have helped to establish trends in the contemporary theatre. Major emphasis will be on the work of Brecht, Beckett, Ionesco, Genet and Pinter. Some attention will also be given to the experimental work of Grotowski, Brook, Chaikin, Beck and others. The course will critically examine movements such as "theatre of the absurd", "theatre of the grotesque", "theatre of cruelty", "theatre of ritual", and others.

J. Poul Morcoux

Sa 555 Theatre Aesthetics and Dramatic Criticism (S; 3)

Prerequisite: Sa 146, Sa 147 or permission of the instructor.

Historical and contemporary theories of art as they apply to the theatre are considered. Criteria for judging relative values of current theatrical theory receive attention.

Joseph M. Lorkin, S.J.

Sa 595.02 Honors Program in Theatre (F; 3)

Candidates for the department Honors program are selected in the first semester of the junior year. They decide upon their project and, with the guidance of the professor who handles this course, they narrow their proposal as may be necessary. They also complete a bibliography, prepare a detailed outline of their project and submit it for the professor's approval. Those who complete this preparation successfully may move on to Sa 596.02 which is scheduled for the first semester of the senior year.

Sa 596.02 Honors Program in Theatre (S; 3)

In this course students undertake the necessary research and investigation demanded by their project. They then submit documented reports to their faculty advisor who is free to require such revisions as he or she may consider necessary.

Sa 598 Research and Reading in Theatre (F; S; 3)

Prerequisite: Senior standing and 12 credit hours in theatre.

The Department

Speech Pathology and Audiology**Sa 171 Introduction to Speech Pathology (F; 3)**

A study of common speech handicaps with concentration on articulation, delayed speech and stuttering.

Gail-Anne McGroth

Sa 172 Phonetics (S; 3)

A study of the International Phonetic Alphabet with work in transcription.

Gail-Anne McGroth

Sa 180 Language Acquisition (F; 3)

Prerequisite: Sa 171 and 172

An overview of the underlying physiological, psychological and perceptual processes involved in language development, as well as environmental influences. Study of theories of language acquisition and the developmental patterns seen in normal emergence of language abilities.

Morgoret Press

Sa 270 Anatomy and Physiology of the Vocal Mechanism (F; 3)

A study of the anatomy, physiology and neurology of the vocal mechanism. Class lectures are supplemented by laboratory experience and patient presentations.

The Department

Sa 273 Audiology I (F; 3)

Prerequisite: Sa 171 and 172

A study of audiometric testing and diagnosis.

The Department

226 / Description of Courses

THEOLOGY

Sa 274 Diagnostic Procedures (S; 3)

Prerequisite: Sa 171 and 172

An introduction to testing procedures in speech and language evaluation. Donna Foyad

Sa 275 Articulation: Theories and Therapies (F; 3)

Prerequisite: Sa 171 and 172

A concentrated study of the prevalent speech defects including a review of current literature. Emphasis on clinical evaluation and rehabilitation techniques. Field study. Lindo Rosen

Sa 376 Clinical Practice (F, S; 0, 0)

Prerequisite: Permission required

A program of supervised therapy in the public school system for Elementary Education majors. The Department

Sa 377 Clinical Practice (F; 3)

Prerequisite: Permission required

A program of supervised therapy. The Department

Sa 378 Clinical Practice (S; 3)

Prerequisite: Permission required

A program of supervised therapy. The Department

Sa 380 Seminar in Clinical Methods (S; 3)

Prerequisite: Sa 274

Monitored practice in methods of test administration and interpretation for skillful speech and language evaluation.

Sa 481 Audiology II (S; 3)

Prerequisite: Sa 273

Advanced pure tone testing procedures. In depth discussion of discrimination as it pertains to effective use of amplification. Introduction to auditory and visual input modalities as they apply to the aural rehabilitation process. The Department

Sa 485 Stuttering: Theories and Therapies (F; 3)

Prerequisite: Sa 274

An introduction to current and historical theoretical approaches to the problem of stuttering. Review of the therapy approaches with particular emphasis on more recent research and treatment methods. Lindo Rosen

Sa 487 Language Disorders in Children (S; 3)

Prerequisite: Sa 180 and Sa 274

Discussion, reading, and examination of materials covering the phenomenon of language pathology in children. Study of etiology, differential diagnosis, and theoretical and practical approaches to language therapy based upon an understanding of the normal language acquisition process. Lindo Rosen

Sa 489 Organic Disorders of Speech (F; 3)

Prerequisite: Sa 274

Introduction to phonemic and voice disorders resulting from maxillo-facial and laryngeal abnormalities. Discussion of tests and materials used in evaluating individuals with organic disorders. In depth study of therapeutic measures. Lindo Rosen

Sa 595.03 Honors Program in Speech Pathology (F; 3)

This course is under the supervision of Dr. Rosen and it involves speech pathology students only. Candidates for the department Honors program are selected in the second semester of the junior year. They decide upon their project and, with the guidance of the professor who handles this course, they narrow their proposal as may be necessary. They also complete a bibliography, prepare a detailed outline of their project and submit it for the professor's approval.

Sa 596.03 Honors Program in Speech Pathology (S; 3)

This is a continuation of the project commenced in the earlier semester. In this course students undertake the necessary research and investigation demanded by their project. Then they submit documented reports to their faculty advisor who is free to require such revisions as he or she may consider necessary.

Sa 399 Research and Reading in Speech Pathology and Audiology (F, S; 3)

Prerequisite: Permission required.

The Department

Theology (Th)

Th 001 Introductory Biblical Hebrew (F, S; 3)

This course will be devoted to the acquisition of the fundamentals of Biblical Hebrew grammar and a working vocabulary.

Jeremiah Donovan, S.J.

Th 009 Fundamentals of Judaism (F; 3)

A survey of the basic principles of religion and their expression in Judaism, and an examination of Jewish religious ideas as expressed in literature set within its historical context. Albert Goldstein

Th 020 The Old Testament Then and Now (F, S; 3)

An examination of Israel's history, institutions and faith, with special emphasis on their meaning for today. Rev. Philip King

Th 021 Introduction to the Old Testament (S; 3)

The history, literature, and religion of ancient Israel. The growth and development of the Old Testament literature will be viewed against its historical and cultural context. The course will also introduce students to methodological principles used in scholarly investigation of the biblical text. Cheryl Exum

Th 023-024 Faith and History of the Jewish People I and II (F, S; 3, 3)

A survey of the history of the Jewish People, focusing on critical periods and issues in social and religious life. This course will examine the growth and development of Jewish Theology, effects on Judaism of interrelationships between the Church and the Jews, the contacts between Judaism and Islam, and the struggle within the Jewish Community between secular and religious authority. David Neimon

Th 026 Major Themes of the Old Testament (F; 3)

An introduction to the life and thought of ancient Israel through exploration of major biblical concepts: the nature of creation, humanity, and God; the relationship of the sexes; the concept of election; social justice; divine justice; sin and curse; peace and blessing; suffering and death. Cheryl Exum

Th 028 Historical Geography of the Bible (S; 3)

This course will survey the Lands of the Bible and trace the historical events recorded in terms of their geographic context. Beginning with a survey of the biblical lands in their historical and geographic setting, the course will deal with the anthropology of the region in the light of biblical references to the peoples of the area, and relate the literature to the findings of archaeology in the region. David Neimon

Th 031 Ancient Near Eastern Archaeology and Biblical History (F; 3)

This course will examine the methods and findings of archaeology in the Land of Israel and in other Lands of the Bible. The discoveries and contributions of archaeology to a better understanding of the Bible as a historical source will become apparent in the course of the examination. Students will learn how scholars correlate archaeological findings with the transmitted texts of ancient literatures, and will discover the remarkable power of tradition in the preservation of folk memory. David Neimon

Th 034 Introduction to New Testament and Judaism (F, S; 3)

The history, literature and theology of Judaism will be studied in itself and as it affects the New Testament. Topics will be the Pharisees and other sects, Jewish political crises and politics, late Old Testament books, the Dead Sea Scrolls, writings of the Rabbis and New Testament usage of Jewish law, biblical interpretation and theological attitudes. Anthony Soldorini

Th 037 Jewish Background to the New Testament (F, S; 3)

The history, literature and theology of Judaism will be studied in itself and as it affects the New Testament. Topics will be the Pharisees and other sects, Jewish political crises and politics, late Old Testament books, the Dead Sea Scrolls, writings of the Rabbis and New Testament usage of Jewish law, biblical interpretation and theological attitudes. David Neimon

Th 050 Introduction to the New Testament (F, S; 3)

This course introduces the student to the cultural, historical and

religious milieu in which early Christianity emerged and developed during its first century. Each New Testament work is examined in light of its situation in the early Church which led to its writing. The student is introduced to the methods used by modern biblical scholarship in understanding the "setting" of early Christian literature. Graeco-Roman history, culture and religion are studied insofar as they are presupposed in New Testament writings. *PHEME PERKINS*

Th 052 Jesus the Christ: New Testament Perspectives (F, S; 3)

Introduction to New Testament perspectives on Jesus, focusing on the resurrection, passion and infancy narratives of the four gospels, working "backward" from the resurrection narratives in order to show their significance for the formation of the gospels.

MORY C. BOYS, S.N.J.M.

Th 080 God and Revelation (F, S; 3)

The basic predicate of Christianity is that God has made Himself known to man in a way which man could never himself attain. This course will consider the possibility of his revelation, its form, its summit in Jesus Christ. It will then consider special questions such as revelation in the Church, Scripture and Tradition, and the nature of Theology.

PATRICK J. RYAN, S.J.

Th 082 God, Human Nature and Evil (F, S; 3)

This course is designed to introduce students to major problems of theological reflection e.g., God, human nature, evil, moral action and responsibility, etc. These problems will be considered from the vantage point of a contemporary theological framework—Process Theology. This is a viewpoint which provides creative resources for approaching classic problems.

HENRY W. CLARK

Th 083-084 Explorations in Social Ethics (F, S; 3, 3)

This course is a twelve credit, two semester course, fulfilling the core requirement in both Theology and Philosophy. The aim of the course is to familiarize the student with the main philosophical and theological traditions in ethical thought in Western culture, as these traditions develop in social, economic and cultural history, and as they now can be drawn upon and further developed to deal with the social problems of the current world situation.

THEODORE M. STEEMAN, O.F.M.

Th 085 Faith, Reason and Revelation (F, S; 3)

This course will study the questions that face the seekers and the doubters of the present age. Initial seminars and discussions will determine the direction and stress. Motivation, intelligibility and growth in a living act of faith will be studied. The personal aspect of faith as it looks at revelation will conclude the course.

DAVID F. CARROLL, S.J.

Th 088-089 Person and Social Responsibility (F, S; 6, 8)

This is a two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course requirements include both ongoing involvement in one of the field projects available through the Pulse Program, as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice. The classes will attempt to take a deeper look into these, especially with regard to their origins in the lives of individuals and society. Drawing on the works, both contemporary and traditional, of philosophical and religious figures, the classes will engage students in asking the basic moral questions "What is Justice?" "What is Happiness?" and "What kind of society do we live in?" Pulse only.

THE DEPARTMENT

Th 090 Perspectives on Western Culture I, II (F, S; 6, 8)

This is a special two-semester, twelve-credit course that fulfills all the core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future.

ROBERT J. DOLY, S.J.

ERNEST L. FORTIN, A.A.

FRED LOWRENCE

PHEME PERKINS

ANTHONY SOLDORINI

Th 116 Evangelism in the Early Church (F; 3)

The mission and expansion of Christianity in the ancient world. How the early church communicated the good news of salvation to Jews and Gentiles. Topics include: Religion and Society in the Roman Empire, the preaching and teaching of the Apostles, conversion, and consolidation of the Evangelistic outreach in catechesis and apologetics.

MARGORET SCHOTKIN

Th 119 Dissent and Community in the Early Church (F, S; 3)

The early Christians as a dissenting group; the nature of early Christian community, and the emergence of its radical ethic into a hostile world. Relation of the early community to state and society, and significance for modern social issues. Documents of the early community will be read in translation.

MARGORET SCHOTKIN

Th 123 Suffering and the Challenge to Belief (F; 3)

What response can any one make to the human suffering of this age? One might begin in utter confoundment and end in anger, forsaking the possibility of understanding. One might begin in anger and end in stoicism, uncomprehending but resigned. One might begin in stoicism and, gradually or suddenly, achieve insight and understanding in ways mysterious and unexpected. We will examine each of these responses during the semester with reference to literature, theology and field experiences.

RICHARD KEELEY

Th 124 Models of Faith and Justice (S; 3)

What does faith have to do with justice? Does it serve as assurance in the face of injustice? Does it energize "justice-making" activities? The course will examine several influential theological positions which correlate faith and justice. Each of the models should contribute to a keener appreciation of PULSE field placements.

RICHARD KEELEY

Th 140 Bonhoeffer and Teilhard de Chardin (F, S; 3)

This course is a quest for a contemporary theology and spirituality. We will study two stimulating and innovative thinkers who have had a profound effect on theology. Neither was a hero during his life time. Dietrich Bonhoeffer was shot to death in a German prison. Teilhard de Chardin died, alone and misunderstood, in New York City. During the course much will be made of discussion in class and seminars. The writing of journals will deepen reflection and understanding.

EDWARD S. STONTON, S.J.

Th 145 The Religious History of Modern Catholicism (F, S; 3)

The course will detail the way in which modern Catholicism (1769-present) has functioned as a religion, i.e., the way it has attempted to deal with human meaning, limitation, guilt and death, the changing political and social institutions of the modern age, and the changed intellectual climate. Woven around the major events and persons of modern Catholic history will be a consideration of its liturgy as ritual, its devotions, prayers and hymns, spiritualities, art and architecture.

THOMAS WONGLER

Th 150 The Christian Community: A History to 1500 (F; 3)

Life, structure and worship in the Christian community as it developed from first century Jewish sect to the eve of the 16th century Reformation.

JAMES HENNESEY, S.J.

Th 151 The Christian Community: A History from 1500 (S; 3)

Life, structure and worship in the Christian community as it developed from the 16th century Reformation to the 20th century.

JAMES HENNESEY, S.J.

Th 152 (Hs 207) Islamic Civilization in the Middle East (F; 3)

A discussion of the major achievements of this religious civilization at the strategic cross-roads of Asia, Africa, and Europe. Topics to include: the relation of Islam to the religions of late antiquity, the Muslim religion as a way of life, the impact of Islam upon the history of the Middle East.

BENJAMIN BROUDE

Th 153 Eastern Orthodox Ethics (S; 3)

Perspectives of the Christian East on ethical issues. Overview of Eastern Orthodox Theology. Treatment of the foundations of Ethics: the good, evil, human moral capacities, natural law, freedom, etc. Dimensions of the personal ethos, and issues of social ethics, such as abortion, birth control, euthanasia, genetic engineering, population concerns, etc.

REV. STONLEY HOROKOS

Th 154 Eastern Orthodox Christianity (F; 3)

An introduction to Eastern Orthodox Christianity, including a

THEOLOGY

historical survey, perspectives in Eastern Orthodox Theology, worship practices, monasticism and spirituality, as well as the ethical perspectives of Eastern Orthodox Christianity.

Rev. Stanley Harakos

Th 156-157 (Hs 269-270) European Christian Thought (F, S; 3, 3)

A two-semester survey of the development of Christian Thought with special emphasis on such major figures as Origen, Augustine, Aquinas, Occam, Luther, Calvin, Edwards, Schleiermacher, The Niebuhrs, C. S. Lewis.

John R. Willis, S.J.

Th 161 (Hs 548) Religion in America (F, S; 3)

The background and basic beliefs of the major Protestant denominations, and the rise of the Catholic Church in the U.S.A. Outside speakers discuss their specialties (e.g., Mormons, Christian Science, Adventists, Jehovah's Witnesses, Pentecostals).

John R. Willis, S.J.

Th 164 Religion in America (F, S; 3)

This course will survey the major religious movements and denominations in the United States from the founding of Jamestown to the present.

Thomos Wangler

Th 166 (Sl 215) Eastern Mythologies (F; 3)

The analysis of myths and the religious structures of Ancient Egypt, Mesopotamia, Iran, India (Brahmanic, Buddhist, and Hindu traditions), South East Asia, and the three major Far Eastern mythologies of China, Japan, and Tibet.

The course examines basic and universal concepts in the mythological source materials such as the creation of the universe, the creation of man, the deluge, the structure of the universe, the dying and resurrected god, and the cultural hero. The course also presents theoretical considerations for the study of mythology as a scientific pursuit: the interrelation of myths, religion, and ritual practice; the role of myth in the history of mankind and the influence of myth on our consciousness today; myth in the Orient and myths in the West; the symbolic code; different contemporary methods for the exegesis of myths.

Eleno Semeko-Ponkrotova

Th 170 The Mystery of the Church (F, S; 3)

This course will investigate: the Church's teaching about her own nature as found in the documents of Vatican II; the Church in the New Testament; the relationship of the Church today to the Kingdom preached by Jesus Christ. The secular meaning of the Gospel and the secular mission of the Church and a survey of contemporary theology on the mission of the Church will also be studied.

Rev. John Toomey

Th 171 Freedom to be Free (F, S; 3)

Towards a theology of personal freedom. Because of some Church structures, community and family tensions, peer pressures and inner compulsions many people are deprived of that personal and social liberty which Christ bequeathed to his followers. Such topics as freedom in love, in friendship, in service, freedom through the Cross, poverty as freedom and the dialogue of freedom will be studied and discussed.

Edward S. Stonton, S.J.

Th 172 The Four Gospels (F, S; 3)

A study of the concept of "gospel" and its relation to the gospels of Mark, Matthew, Luke and John. The unique approach of each of the four evangelists to the person of Jesus as an historical figure and Son of God will be studied, with special emphasis on theme and theological symbol.

Poul A. Messer, S.J.

Th 173 Introduction to World Religions (F, S; 3)

An introduction to the origins, development and current status of some major spiritual traditions. This course is designed to show the scope and diversity of religious traditions as well as indicate the common questions that the various traditions address. The course will begin with a consideration of the relation between religion and the human condition as we experience it. In the light of this introduction, we will examine the Hindu, Buddhist, Confucian, Taoist and American Indian religious traditions.

Gerold Corney

Th 175 Theological Themes of the Gospels (F, S; 3)

The major themes to be treated are God, Faith, Death, Resurrection. Each student will be expected to attend the lecture each week and the two work sessions (at which the gospel texts will be studied).

Thomos Fitzpatrick, S.J.

Th 178 Philosophy and Theology (F, S; 3, 3)

In lecture-discussion format, to consider the question: What is the relationship between Philosophy and Theology? We will explore the dialectical and foundational issues connected with intelligent and informed discussion of this question. Readings to be from Plato, Aristotle, Augustine, Thomas Aquinas.

Frederick Lowrence

Th 180 Theologies of Love (F, S; 3)

We generally admit that love is important, in fact a matter of ultimate concern. Yet, too often we believe that love is just a sentiment or something we fall into (and out of). We forget that love is an art which requires knowledge and effort. "There is hardly any activity which starts with such tremendous hope and expectations, and yet, which fails so regularly as love." (Fromm)

This course aims at deepening our knowledge of love by a study and onalysis of ancient and contemporary works on this most important subject. Poetry, religious and secular will give further insights into the nature of Agape, brotherly, motherly, fatherly love, friendship, courtly, romantic, and erotic love.

John McCarthy, S.J.

Th 181 Comparative Religious Study: Hinduism, Buddhism and Christianity (F; 3)

These three world Religious traditions present fundamentally different understandings of the human situations and the religious transformation required to respond to it. They understand divine reality (God) in different ways or even deny its applicability to the real human problem. All of this diversity, however, points to similar religious concerns and invites a deeper understanding of religious process and the causes and significance of religious difference.

Gerald Carney

Th 182 (Sl 224) Mythology and Religion in India (S; 3)

A survey of major periods and schools of Indian religion from the middle of the second millenium B.C. down to the present day: Vedic religion, Brahmanism, Buddhism, Jainism, and the two major developments of Hinduism (Vishnuism and Shivaism).

The course approaches the subject matter from several aspects: roots and historical development; dogmatics; philosophy; monastic life; rituals and religious ceremonies; symbolism in religious art and its interpretations; the influence of the religion on social institutions (most notably, the caste system).

Questions of religious philosophy, mythology, ritual, and cosmological-cosmographical notions are discussed on the basis of broad typological comparisons with some Asian, African, and native American religious systems.

Eleno Semeko-Ponkrotovo

Th 183-184 The Christian Consensus (F, S; 3, 3)

This course involves a survey of Christian belief designed to accommodate those students who wish to attempt to come to an adult, articulate, and open-minded understanding of the Christian faith. The text to be used throughout is *The Common Catechism*, recently produced in Germany by a large team of Roman Catholic and Protestant scholars; use of this book will enable the student to achieve an insight into matters uniting all varieties of Christians as well as matters still dividing them. Woven into the course will be an introduction to the New Testament.

Frons Jozef von Beeck, S.J.

Th 185 Theology of Marriage (F, S; 3)

This course will seek to examine the meaning of marriage in Catholic Theology and to investigate the relevance of the theological data for contemporary man in view of recent sociological and psychological factors. The nature of human love and special problems of sexual morality will be considered.

Patrick J. Ryon, S.J.

Th 199 Contemporary Christian Worship (F; 3)

The course studies worship as an essential human act, the relationship of culture and cult, the use of symbol and ritual to interpret reality and to integrate life. Traditional and contemporary forms of Christian liturgy are explored. Field trips and short films are used.

Rev. Joseph T. Nolan

Th 202 Theology of the Divine Presence (F, S; 3)

The study of specific modes of God's natural, supernatural and ministerial presence in the reality of the created universe and in the souls of individuals who make their total response in faith in their personal encounter with God. Classical and modern spiritual writers will be consulted concerning "the exercise of the presence of God."

Miles Foy, S.J.

Th 203 Christianity as a Humanism (S; 3)

Christianity is not primarily an intellectual pursuit of a coherent theory about the universe leading to certain moral and religious obligations. It is primarily a particular way of dealing with, and doing justice to, some basic human concerns. Shakespeare's *A Midsummer Night's Dream*, King Lear, and Coriolanus, Virginia Woolf's *The Waves*, Dostoevsky's *The Grand Inquisitor*, Camus' *The Plague*, and some short poems by T. S. Eliot will be read and analysed to discover the human concerns that animate these works of literature. The New Testament and some basic Christian doctrines will be used to explore the Christian perspective on these human concerns.

Frons Jozef von Beeck, S.J.

Th 205 Foundations of Catholic Belief (F, S; 3)

This is a basic course which studies the belief of Catholics. It will explore the data of revelation found in the Bible, the self-consciousness and the teaching of the Church through the ages. The basic text will be Ratzinger's *Introduction to Christianity*.

John McCorthy, S.J.

Th 211 Theology of Christ (F, S; 3)

Biblical, historical and Conciliar sources define the reality of the person and mission of Jesus Christ in the historical facts of the Incarnation and total Christ-Event. The subordinate, but efficacious role of Mary in man's redemption, a subject of prominent ecumenical discussion, will also be included.

Miles Fay, S.J.

Th 212 The Church in the World (S; 3)

To be a Christian is to be a member of a community who recognize Christ as Lord. What does it mean to be a member of such a community? How should that community go about being in the world? These are the basic questions this course will address. Rev. Thomas Groome

Th 213-214 Foundations of Catholic Theology I and II (F, S; 3, 3)

The overall Catholic heritage as well as specific exegetical, historical, dogmatic, speculative, and ecumenical questions will be considered in the light of Vatican II.

Horvey D. Egon, S.J.

Th 222 Imagining Gods and Humans (F; 3)

Reflections on Mircea Eliades' *Conclusions in the History of Religions*, especially his sense of the dialectic of the sacred/profane, and the role imagination plays in the creation of any spirituality. There will be frequent slide lectures to illustrate the material. Class discussions will form an essential part of the course.

Francis P. Sullivan, S.J.

Th 223 Poetry and Belief (S; 3)

A study of theological insight in contemporary culture as derived from poetry itself and acts of poetic imagination: e.g., Elie Wiesel and the refashioning of God, David Jones and the God of folklore, Anne Sexton and the God of Futility, Ted Hughes and The Manichaean God, Loren Eiseley and the God of Evolution, Wilder and the God of Imagination. The theological act of cognition will be studied in its old and new image bedding. Reference will be made frequently to biblical imagery.

Francis P. Sullivan, S.J.

Th 229 The Spirit of Christian Mysticism (F, S; 3)

A study of Christian mysticism from the first centuries to modern times, as expressed in the *Confessions* (Augustine), *The Imitation of Christ* (Thomas A Kempis), *The Cloud of Unknowing* (Anon.), *The Book of Her Life* (Teresa of Avila), and *The Ascent of Mt. Carmel* and *Dark Night* (John of the Cross). A basic course in the spiritual life.

Denys A. Gonthier, A.A.

Th 232 Devout Humanism (F; 3)

A consideration of the attempt to preserve the sense of innocent human nature in the fallen human nature disputes of the Reformation period and its baroque sequel. The conflicting images will be presented by considering theologies, mysticisms and aesthetic stands.

Francis P. Sullivan, S.J.

Th 234 The Resurrection: Myth or Reality? (S; 3)

A study of how the Gospels describe the words and works of Jesus, with special attention to the accounts of his death and resurrection. The Bible is the only text, and no previous knowledge of the Bible is required.

John Howard, S.J.

Th 239 Psychology and Religion in Dialogue (F, S; 3)

This course serves as a basic introduction to the most influential schools of thought in the psychology of religion: psychoanalytic theory, humanistic psychology and behavioral psychology. Authors principally covered will include William James, Sigmund Freud, Gordon Allport and Abraham Maslow. The course aims to help students form a critical appreciation of the contributions and the limits of psychology towards an understanding of the nature of the human person as a religious being.

John McDorgh

Th 248-250 Perspectives on War, Aggression and Conflict Resolution I, II (F, S; 3, 3)

Rein Uritom et al.

Th 251 Introduction to Feminist Ethics (F, S; 3)

The course will constitute an introduction to the themes treated in Feminist Ethics I and II. It explores some moral problems confronting women in a sexist society, including pornography and other forms of media exploitation, and ideological legitimization of rape (e.g., in psychoanalytic theory and in literature). It considers various forms of God language and of ethical language (e.g., the ethics of self-sacrifice as contrasted with the ethics of self-affirmation)—in relation to the realities of living in a patriarchal society.

Mory Doly

Th 272 The Nature, Dignity and Destiny of Man (F, S; 3)

Some structures of belief and non-belief; structures of Catholic behavior and belief.

Felix Tolbot, S.J.

Th 276 Theological Issues in the Contemporary World (F; 3)

This course explores the conflict between conventional Christianity and what is called, with convenient vagueness, the "modern world." The discussion will center on the strangeness of the ecclesiastical structures, the mechanization of the world picture, and the criticism of the Bible as some of the main points of friction. After this introduction, the theological insights of Schleiermacher, Bultmann, Tillich, Barth, and Bonhoeffer will be reviewed and interpreted as ways to deal with the vacuum caused by the demise of conventional Christianity. The course will close with some conclusions about the conditions for the possibility of belief-cum-intellectual integrity in a secularized world.

Frons Jozef von Beeck, S.J.

Th 280 Theological Ethics and Moral Development (F, S; 3)

The questions asked in this course are the questions of ethics. We will begin with the question which is most basic to any moral decision: "What ought I to do?" Once we have analyzed this question and uncovered some of the issues surrounding it, we will move on to the ask: "What criteria, principles, models and values do we turn to for guidance in answering this personal moral question?" A further query is: "How is my answer to the personal moral question conditioned or determined by what I have become and am as a person?" These questions, which are intrinsic to ethical inquiry, will be posed from a theological perspective.

Restricted to freshmen and sophomores.

James Holpin, S.J.

Th 283 Christianity and Political Ethics (F, 3)

This course is an introduction to the basic principles of Christian ethics and their implications for political life. It examines the nature of the ethical life in the light of classical philosophy and Christian theology, and makes comparisons with certain modern political thinkers. Special emphasis will be given to the different conceptions of justice.

John Kirby

Th 284-294 Introduction to Christian/Catholic Theological Ethics (F, S; 3, 3)

This course is concerned with basic concepts relative to an understanding of the ethical posture of the Roman Catholic Church. It will treat of the following: the nature and methodology of Christian/Catholic ethics, the role of objective moral norms, the role of conscience, the mystery of social and personal sin. The theory will be illustrated by specific examples of moral problems prevalent in Church and society.

Rev. James A. O'Donohoe

Th 287 Christianity and Political Ethics II (S; 3)

An introduction to selected problems in modern Christian ethical theory. The critique of classical Christian ethics, the new notions of reason and will used to interpret Christianity, the relationship of Christianity to "progress" in history and technology, the new problems of atheism and the "death of God," as well as the challenges of

THEOLOGY

moral relativism and nihilism, together with contemporary responses to these problems. *John Kirby*

Th 289 Christian Ethics: Foundations and Applications (F, S; 3)

An introduction to various perspectives on ethics and decision-making which have developed within the Christian community, e.g., "biblical" ethics, "natural law" ethics, and "situation" ethics. The theoretical bases of Christian ethics will be explored critically and then applied to concrete problems, such as just war, sexual ethics, abortion, and genetic engineering. The course will not aim to present one set of answers, but to provoke analysis of sources and argumentation in ethics. *Liso Sowle Cahill*

Th 292 (Sc 160) Sociological Study of Religion (F, S; 3)

An analysis of religion as a social phenomenon. The major topics covered are: the functional definition of religion, the social articulation of religion, in an historical-evolutionary perspective, the problem of religious institutionalization, religion in modern society. The course is geared to the formulation of concepts and sociological insights that may be helpful to the understanding of present-day religious situations. *Theodore M. Steemon, O.F.M.*

Th 299 Readings and Research—Level I (F, S; 3)

Some professors make time available for projects which are not covered by present course offerings. The student is responsible for gaining the consent of the professor for such a program; and such programs are limited in number. *The Department*

Th 303 Genesis: A Jewish Interpretation (F; 3)

A seminar examining the primary book of the Bible for its literary composition, historical roots, moral and theological implications. *Albert Goldstein*

Th 306 Hebrew Poetry: Prophecy and Wisdom (S; 3)

An introduction to the prophetic and wisdom traditions. Portions of Isaiah will be studied as representative of prophecy; Ecclesiastes, as representative of wisdom. The focus of the course will be literary and theological. *Cheryl Exum*

Th 309 Narrative Literature of the Old Testament (F; 3)

A survey of types of narrative in the OT and an investigation of Hebrew narrative style and literary technique. Particular attention will be given to the relationship between form and meaning in the sagas about Jacob in Genesis 27-35, the Samson saga in Judges 13-16, and the Succession Narrative or Court History of David in 2 Samuel 9-20, 1 Kings 1 and 2. *Cheryl Exum*

Th 312 The Psalms and Their Meaning for Today (F; 3)

A form-critical analysis of selected Psalms with emphasis on their theological content and relevance for today. *Rev. Philip King*

Th 322 New Testament and Jewish Reinterpretation of the Old Testament (F; 3)

The process of change and creative adaptation in religion will be studied through the early Christian reinterpretation of the Old Testament to apply to Jesus, the Dead Sea Scroll's use of the Old Testament to explain the history of their sect and the Jewish rabbis' revitalization of ancient Jewish law to meet new circumstances. *Anthony Saldorini*

Th 325 Relevance of the Prophets (S; 3)

An in-depth study of some of the major prophets in terms of their times and their message, with special attention to their meaning for today. *Rev. Philip King*

Th 326 Meaning and Theology of the Book of Exodus

Prerequisite: An introductory course in the Old Testament
This course will treat the theological meaning of the Book of Exodus. It will take into account the historical background of the Exodus material. The more important passages will be treated in exegetical detail. Emphasis will be placed on the meaning of the Book of Exodus and its themes in the context of today's life. *Rev. Philip King*
Offered Fall, 1980

Th 361 New Testament Theology (S; 3)

Prerequisite: A previous introduction to the methods of New Testament scholarship or consent of the instructor.
An introduction to the theological problems and methods that have influenced the development of New Testament theology is followed by detailed treatment of three approaches to New Testament

theology in the work of J. Jeremias, R. Bultmann, and J. Fitzmyer. This course introduces the student to the types of theological approach and theological problems found in the New Testament. *PHEME PERKINS*

Th 372 (Cl 210) (Pl 218) The Greeks: Part I (F; 3)

An introduction to the thought and values of the ancient Greeks through a study of the problem of religious morality as it appears in Homer, Hesiod and early poetry and in the dramatic and historical writers of the Fifth Century. How did the Greeks' belief in their gods influence the ways in which they behaved to one another? How did their ideas about the relation between religion and morality develop from the earliest times to the Classical Period and the beginnings of systematic reflection?

This is the first part of a two-part course. Either half may be taken alone. Both are designed to be suitable for students with no previous knowledge of Greek literature. The course may be used to fulfill the core requirement in the "Foreign Language or Culture" cluster. *David H. Gill, S.J.*

Th 373 (Cl 211) (Pl 219) The Greeks: Part II (S; 3)

Intended for the same audience as Part I, this course is essentially an introduction to Greek Philosophical Literature: the pre-Socratics, Plato and Aristotle. Again the theme will be that of the relation between belief in the gods and human morality: the Sophists' challenges to traditional beliefs, Plato's reply and new synthesis, Aristotle's version of a solution.

This part of the course can be taken without having taken Part I. Both parts are designed to be suitable for students with no previous knowledge of Greek Literature/Philosophy. Both may be used to fulfill the core requirement in the "Foreign Language or Culture" cluster. *David H. Gill, S.J.*

Th 377 Religious Themes in Gerard Manley Hopkins (S; 3)

Requiring no previous familiarity with the poetry of this famous Jesuit convert-priest, "one of the great religious poets of all times," this course presents for discussion his theologically-based religious themes from the majesty of God to the earthly glory given by the creatural world. Influences of theologians and mystics like Duns Scotus and Ignatius of Loyola will be noted. *Miles Fay, S.J.*

Th 379 Comparative Study of Salvation Models (S; 3)

The distinctive character of non-Western religious traditions is revealed in their understanding of the unsatisfactory aspects of the human condition and their undertaking of religious practice to remedy this situation and to introduce a new level of existence. These traditions provide a valuable comparison with Western salvation models, illustrating the rich diversity of human religious experience and also the underlying goals, transformation processes and theological conceptions. The course will consider both the theology of salvation and the religious practice leading to it.

Some study of Christian theology (Core or advanced) is presumed for this course; study of Christian salvation models would be valuable, but it is not required. *Gerold Carney*

Th 381 The Buddha, Krishna and the Christ

These paradigmatic religious figures characterize three distinctive approaches to the meaning of God, the relationship of the divine and human and the model for human life and conduct. The theological development of Buddhism, Hinduism and Christianity will be studied in the context of this "comparative Christological" approach. *Gerald Carney*
Offered Fall, 1980

Th 382 Christianity and the Encounter with World Religions

An historical and theological survey of the Christian response to the other major religious traditions and the parallel development of a specifically Christian self-consciousness. Special attention will be given to contemporary questions of the specific character of Christianity and the problem of the Christian mission in a religiously plural world. *Gerold Carney*
Offered Spring, 1981

Th 389 The Parables of Jesus (F; 3)

Prerequisite: Previous introduction to the methods of New Testament scholarship or consent of the instructor.
Survey of recent developments in the historical and literary critical study of the parables of Jesus, which is primarily concerned with the historical background to the parables and the literary structure of

the parables of Jesus. The course centers on detailed analysis of the parables of Jesus preserved in the synoptic gospels and the Gospel of Thomas. It asks after the earliest form and meaning of the individual stories and the later treatment of them by the gospel writers.
PHEME PERKINS

Th 399 Scholar's Project (F, S; 3)

(See above "Scholar of the College.")

The Department

Th 418 The Moral and Political Theology of Augustine and Thomas Aquinas (F; 3)

A study of the writings of St. Augustine and St. Thomas Aquinas on ethics and society. Their interpretation of the Christian life as reflected in their conceptions of virtue, law, political rule and the relationship of Christianity to paganism. Their agreements and disagreements with classical philosophy.
JOHN KIRBY

Th 420 Fountains of Faith (S; 3)

An overview of patristic theology from the Apostolic Fathers to Dionysius the Areopagite. The evolving doctrines of Trinity, man, creation, providence and history will be examined in the context of recurrent patristic themes, in such a way so to lay bare the sources and methodology of Early Christian teaching, and its struggle with rival contemporary systems.
MARGARET SCHOTKIN

Th 421 Early Christian and Medieval Political Theology (S; 3)

A study of the various solutions to the problem of the relation of Christianity to civil society in antiquity and during the Middle Ages. The Constantinian and Augustinian traditions. Evolution and breakdown of medieval Christendom. The problem of political Averroism. This course will also be of interest to students in Political Science.
ERNEST FORTIN, A.A.

Th 423 Western Fathers (F; 3)

Prerequisite: Latin

Reading and interpretation of selected works of Latin patristic writers, including Tertullian, Minucius Felix, Jerome, Augustine.
MARGARET SCHOTKIN

Th 425 The Greek Fathers (S; 3)

History of the literary genres of Greek patristic literature, and selected reading from outstanding authors, with attention to rhetorical style and technique as well as social and intellectual context.
MARGARET SCHOTKIN

Th 434 Theology and Psychology of Relationship (F; 3)

A study of relationship including both its internal dynamics and developmental influences. Course design will integrate the developmental theories of Psychology with a Biblical perspective in establishing a conceptual framework for understanding the individual's relationship to God, self and others.
CLAIRE LOWERY, R.S.C.J.

Th 449 American Catholics (F; 3)

History of the people who have been the Roman Catholic community in the United States, from the colonial period to the present.
JAMES HENNESEY, S.J.

Th 451 Roman Catholic Modernism in the Early 20th Century in Europe and America

Investigation of, and readings in, selected thinkers involved in the movement.

Offered Spring, 1980-81

JAMES HENNESEY, S.J.

Th 452 Twentieth Century Catholicism (S; 3)

The life and thought of the Roman Catholic community in the 20th century. Modernism, Wars and totalitarians. New theology and *Humani Generis*. Revival and Vatican II and afterwards.
JAMES HENNESEY, S.J.

Th 453 Nineteenth Century Catholicism

The Life and thought of the Roman Catholic community in the 19th century. Romantic theology in Germany and France. Papacy and reaction. Ultramontanes and liberals. Immaculate Conception, Syllabus and Vatican I. Thomistic revival, political conflict and social doctrine.

Offered Fall, 1980-81

JAMES HENNESEY, S.J.

Th 454 Boston Catholic History (S; 3)

A religious, institutional and social history of the Catholic Church in the Boston area, set in the context of American Catholic history.
THOMAS WAGLER

Th 455 The Church is the Age of Revolutions 1789-1919 (F; 3)

The trauma in Catholicism caused by the French Revolution, and the slow and intermittent recovery which characterized the 19th century. The focus on new problems, as a consequence of World War I, which enabled the Church to look in new directions.
REV. JOSEPH MOODY

Th 470 Mission of the Church in Contemporary Theology (F; 3)

An investigation of two central questions in contemporary Christian theology: the secular meaning of the Gospel, and the secular mission of the Church.
REV. RICHARD MCBRIEN

Th 480 Sacramental Theology (F; 3)

Six approaches to a general theology of sacraments: christological, ecclesiological, Word-theology, ecumenical, anthropological, and secular-ethical. After these general approaches, the course will concentrate on Baptism and the ordained ministry. Throughout the course, the doxological nature of sacramental actions and the ecumenical discussion about the sacraments will be emphasized.
FRONS JOZEF VON BEECK, S.J.

Th 481 Theology of the Eucharist

After an introduction dealing with the Jewish background to the Christian Eucharist, this course will review the main stages in the development of theology and practice of this central Christian mystery-celebration. This will involve a detailed analysis of New Testament passages first of all; after that, the main patristic and medieval interpretations will be reviewed, leading into a discussion of the eucharistic debates of the Reformation period. The last part of the course will concentrate on the specifically Roman Catholic discussion of transubstantiation, on the status of the present-day ecumenical consensus between Roman Catholics and other Christians, and on the cosmic significance of the Eucharist.
FRANS JOZEF VON BEECK, S.J.

Th 489 Theology of the Eucharist (S; 3)

Origins of the Eucharist in the sacrifices and sacred meals of the Old Testament; tradition of its institution in the New Testament theology of the Eucharist; theology and practice reflected in the major Early Christian Eucharistic Texts; the change—in apparent contrast to primitive Christian practice—to a progressive sacramentalization and institutionalization of the Eucharist (after the Old Testament model); major developments and controversies up to the present. The Eucharist as the life and center of the Church and the believing community of Christians.
ROBERT J. DOLY, S.J.

Th 490 Contemporary American Spirituality (S; 3)

An investigation of main trends in contemporary American Spirituality with major emphasis on the writings of Thomas Merton. Special attention will be given to the existing tension between prayer (contemplation) and action.
CHARLES HEOLEY, S.J.

Th 491 Fundamental Questions in Christology (S; 3)

After a brief introduction to the christologies of the New Testament, this course starts with the origins and the progress of the great christological debates that reached their peak at the Council of Chalcedon (451 A.D.), and which degenerated in the subsequent centuries into the sclerotic neo-chalcedonianism of most medieval christology. After that, an introduction to the sensibilities of the eighteenth century will set the scene for the treatment of the "modern" christological question, viz., the issue as to how the Christ of faith is connected with the Jesus of history; this issue will lead the course back into the New Testament. To conclude, soteriology (including vicarious-satisfaction atonement theory) and some special questions (such as the Virgin Birth, the Resurrection, Jesus' sinlessness) will be explored.
FRONS JOZEF VON BEECK, S.J.

Th 494 Seminar on Liturgical Worship (F; 3)

A study of continuity and contemporary forms for authentic Christian worship: Word and sacrament. Catholic and Protestant liturgical renewal will be examined and future models discussed. Special emphasis given to the recovery of symbol (Eliade, Weakland, Mary Douglas, Fawcett); cultural dialogue (Panikkar, Micks, Killinger, Ong); linguistics and communication (McLuhan, John Kirby, James White, M. G. Grendal); and a genuine pluralism which allows for both transcendent and dynamic elements in worship. For leaders of worship who seek a fresh understanding of the signs and symbols of Christian faith.
REV. JOSEPH T. NOLON

Th 498 The Theology of Christian Mysticism (S; 3)

What is the essence of Christian mysticism? Are visions, ecstasies, the stigmata, levitations, etc., essential elements of Christian mysticism? How is it similar or dissimilar to prophecy, shamanism, hallucinogenic drug experiences, etc.? These and other questions will be investigated through the mysticism of Jesus Christ, Pseudo-Dionysius, The Cloud of Unknowing, Julian of Norwich, Ryusbroeck, Gregory of Nyssa, St. Theresa of Avila, St. John of the Cross, and Teilhard de Chardin.

Horvey D. Egon, S.J.

Th 509 Theology of Grace (S; 3)

The soteriological aspects of the Arian controversy. The council of Carthage in 418; Pelagius; Augustine; the medieval systematization culminating in Aquinas and its trivialization in later Scholasticism. Rescue operations by the *devotio moderna*, Luther and Calvin, and more recent theology.

Frederick Lowrence

Th 510 On the Trinity (F; 3)

An introduction for those who have wondered about God as Three in One: a schematic outline, in lecture format, of the historical development of the trinitarian doctrine with discussion of a possibly relevant systematic understanding of it (the psychological analogy). Required readings from J. N. D. Kelly, *Early Christian Creeds*; B. Lonergan, *Verbum, Word and Ideo* in Aquinas, K. Rahner, *The Trinity*.

Frederick Lowrence

Th 514 Theology of Karl Rahner (F; 3)

Selected readings from the writings of Karl Rahner, especially his excellent *Foundations of Christian Faith*, with special emphasis upon the philosophical underpinnings of his theology, his theological method, and the unity with which he treats various theological themes.

Horvey D. Egon, S.J.

Th 515 Soteriological Models and Atonement Theories

A study, first, of the way in which some major Old Testament models, esp. Passover, sin-offering, Suffering Servant, and Akedah (sacrifice of Isaac) influenced the Christian concept of Christ as savior; and secondly, of the way in which this religious concept, under the influence of varying historico-cultural as well as religious pressures, has, in the life of the Church, found expression in a variety of atonement theories.

Offered Fall, 1980

Robert J. Doly, S.J.

Th 522 Philosophy and Theology

In lecture-discussion format, to consider the question: What is the relationship between Philosophy and Theology? We will explore the dialectical and foundational issues connected with intelligent and informed discussion of this question. Readings to be from Gadamer, Heidegger, Lonergan, Metz, Rahner, Strauss, Thomas Aquinas, Voegelin and Wittgenstein.

Offered Fall, 1980

Frederick Lowrence

Th 530 Field Education and Supervised Practicum in Pastoral Ministry (F, S; 3)

This program provides the student with supervised experience in his/her area of ministerial specialization: Social Ministry, Pastoral Counseling, Church Administration, Liturgy, or Religious Education. The practicum provides an opportunity to integrate both theory and practice as related to individual field experiences. Supervised consultation and process analysis will be used to critique performance and develop personal skills and individual styles of ministry.

Cloire Lowery
Podroic O'Hore

Th 532 The Art of Pastoral Counseling (S; 3)

This course will examine the nature and fundamental attitudes of the pastoral counseling role. It will explore the history and development of the pastoral counseling profession, theories of personality development, counseling skills and attitudes. Other topics such as crisis intervention, referral, community resources and other related problems will also be discussed.

Cloire Lowery

Th 534 Theological Foundations of Religious Education (S; 3)

This course is a reflection on the theological enterprise and its relationship to theories and practice of religious education. Special attention will be given to the impact of theological stance (existential, liberal, evangelical, revisionist), on religious education, and the role of theological pre-supposition in forming the educator's image of such central symbols of faith as God, Christ, Church, Faith and

Sacrament. Process theology will be examined as an example of the mutual impact of theology and education.

Podroic O'Hore

Th 538 Directed Research in Pastoral Ministry (F, S; 3)

Directed Research courses provide students the opportunity to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only persons studying for a degree may take directed research.

Cloire Lowery

Th 539 Religious Education and Contemporary Biblical Scholarship (S; 3)

An exploration of the role of the Bible in religious education with particular focus on the implications of historical-critical study. Course will include (1) the development, meaning, and significance of the historical-critical method; (2) its implications and limitations in religious education; and (3) possibilities for integrated program design.

Mory C. Boys, S.N.J.M.

Th 553 Feminist Ethics I (F; 3)

Analysis of the emerging feminist ethos as distinct from "feminine" morality defined by sexually hierarchical society. Examination of the unholy trinity: rape, genocide, and war. The problem of overcoming the unholy sacrifice of women through individual and participatory self-actualization. Redefining "power" and "politics" by living on the boundary of patriarchal institutions.

Mory Doly

Th 554 Feminist Ethics II (S; 3)

The course will reflect upon and be part of the process of transvaluating values in women's consciousness and action. It will consider specific problems in relation to the sexual politics of religion, education and the media, medicine, psychiatry, and law. May be taken separately from Th 553.

Mory Doly

Th 557 A Feminist Critique of Selected Theological and Philosophical Texts I (F; 3)

The course will analyze and critique selected writings of Plato, Aristotle, Augustine, and Aquinas from a woman-identified perspective.

Mory Doly

Th 558 A Feminist Critique of Selected Theological and Philosophical Texts II (S; 3)

The course will analyze and critique selected modern and contemporary philosophical writings from a feminist perspective. Included will be works of Nietzsche, Tillich, Jaspers, Bultmann, Camus, Sartre, and Merleau-Ponty. May be taken separately from A Feminist Critique of Selected Theological and Philosophical Texts I.

Mory Doly

Th 559 Sexual Ethics Within the Roman Catholic Tradition (F; 3)

Prerequisite: Th 284

This course will attempt to present the main lines of the Roman Catholic tradition in matters involving human sexuality. Special attention will be given to historical factors which influenced the formation of the tradition and certain specific sexual problems will be considered from doctrinal and pastoral points of view.

Rev. James A. O'Donohoe

Th 560 Protestant and Catholic Ethics (F; 3)

A comparative study of method and conclusions in Christian theological ethics through major representatives of the Protestant and Catholic traditions (e.g., Augustine, Aquinas, Luther, Calvin, Barth, papal encyclicals, Monden, Reinhold Niebuhr, Curran, Fletcher). Focal concerns will be whether human persons know the good to be done through common human experience, through the Scriptural account of the revelation of God's will in Jesus Christ, or both; and whether it is possible to derive stable norms for conduct from experience and/or from revelation. Concrete illustrative problems (e.g., just war, marriage) will be discussed in the light of characteristic Protestant and Catholic theological presuppositions.

Liso Sowle Cohill

Th 562 Christianity and Modern Ethical Theories (S; 3)

The rise of modern ethical theory and the secularization of Christian ethics in Immanuel Kant's *Religion Within the Limits of Reason Alone* and Ludwig Feuerbach's *The Essence of Christianity*. The critical reaction of Karl Barth and the bearing of these problems on contemporary moral Theology.

John Kirby

Th 567 Christian Perspectives on Medical Ethics (S; 3)

A course dealing with several problems of medical ethics which center on the meaning of "the sanctity of human life." These will include murder and suicide as classical right-to-life issues; abortion; euthanasia, definitions of death, and defective newborns; genetic control; informed consent to experimentation and therapy; and fetal research. Each topic will be approached from within the context of Christian faith and theology. The ways in which Christian premises influence concrete ethical decision-making will be explored through an examination of both classical and contemporary expressions of theological ethics.

Lisa Sowle Cohill

Th 568 Health Care Ethics: A Theological Analysis (S; 3)

This course is not concerned with medical ethics as such. It intends to examine some of the broader issues affecting human health and the health care professions. Within that context, the course will present a consideration of some of the dimensions of bioethical decision making.

Rev. James A. O'Donohoe

Th 569 Moral Problems in Modern Medicine (F; 3)

The purposes of this course will be to acquaint pre-medical students with the moral and philosophical problems engendered in medicine; to provide a forum to discuss these problems; to provide a context that will help to define and resolve these and future problems that may be encountered professionally. Seminar-type sessions will be based on relevant articles from the general medical literature, with an occasional guest moderator having expertise in the area under discussion. Topics to be discussed will include: population; confidentiality, chemical and biological warfare; transplantation, etc. This course will be team-taught with Dr. Eugene LaForet, M.D.

Thomas P. O'Molloy, S.J.

Th 602-603 Special Projects in Religious Education as Service (F, S; 3)

Project design and implementation in an occupational context. Open only to candidates in the Religious Education Institute.

By arrangement

Rev. Thomas Groome

Th 605 Integrative Colloquium in Pastoral Ministry (F, S; 3)

The colloquium attempts to foster an integration of theology with ministerial experience and to enable students to develop a personal, organic view of their ministry. A case study method is used to examine contemporary church issues of common interest to the group from the perspective of pastoral experience and theological developments. Occasionally faculty members of the Institute and the Theology Department will participate in discussion drawing upon their own fields of special expertise. This program is required of all pastoral ministry degree candidates.

Cloire Lowery

Th 625 Sociology of American Religion (S; 3)

An analysis of the American religious experience. Special attention will be given to how American society dealt with the problem of religious pluralism and diversity, the concept of civil religion, the broadening national value consensus, the American type of religious organization: Denominationalism.

Offered Spring 1981

Theodore Steemon, O.F.M.

Th 626 Political Theology

Recent work of Moltmann, Metz, and Latin Americans examined in the light of more fundamental work by Gadamer, Voegelin, Strauss, Lonergan.

Offered Spring, 1981

Frederick Lowrence

Th 628 Christian Theology and History (F; 3)

Analysis of the emergence and development of the notion of historical consciousness of the so-called "historical approach" to the study of human life and thought. The secular roots of the concept of history as it has come to be understood in our day. The rise of historical theology and its different expressions from the end of the nineteenth century to the present. This course is also of interest to students in Political Science.

Ernest Fortin, A.A.

Th 635 Life, Liturgy and Learning (3)

An anthropological introduction to rites of community, life crisis and initiation with implications for liturgies and catechetics. This course will meet on the following Fridays and Saturdays: September 7-8; October 19-20; and November 2-3.

John Westerhoff

Th 697 Major Thesis (F, S; 6, 6)

The Department

Th 699 Readings and Research—Levels III (F, S; 3, 3)

The Department

Th 701-702 Directed Research in Religious Education (F, S; 3, 3)

Readings, research and/or project implementation, under direction. Open only to candidates in the Religious Education Institute.

Rev. Thomas Groome

Th 704 The Education of Christians: Past, Present, Future (S; 3)

A historical investigation of contemporary issues in Christian education. Using a dialectical, historical method and beginning with the Didache (first century), twelve historical periods and how the Church educated in them are investigated for the insights they can lend to our present and future. Closely parallels the history of Christian theology and of general education.

Rev. Thomas Groome

Th 801 Systematic Theology: Method and Content (S; 3)

The nature and method of Christian systematic theology, including a comparative study of the major systems (e.g., Aquinas, Schleiermacher, Barth, Tillich, et al). One half of the course is devoted to a study of John Macquarrie's *Principles of Christian Theology*, with emphasis on the interconnectedness of the various Christian doctrines.

Rev. Richard McBrien

Th 822 (Sc 780) Seminar on Durkheim as Sociologist and Ethicist (F; 3)

This seminar will explore Durkheim's basic conceptions of society, religion and ethics. A reading knowledge of French is desirable but not required.

Offered Fall, 1980

Theodore Steemon, O.F.M.

Th 824 (Sc 780) Seminar on Parsons (F; 3)

At the hand of a selection of Parsons' writings, an explanation of his basic concept of society, style of theorizing, major theoretical resources, theory of social evaluation and social change, and his way of dealing with practical social problems—designed to acquaint the student with the thought of a major social theorist and to lead to an understanding assessment of the importance and/or limitations of this type of high-level sociological theory for the analysis of social problem situations.

Theodore M. Steemon, O.F.M.

Th 825 Seminar: Critical Sociology (S; 3)

Using materials from both the main sociological tradition and from the Frankfurter Schule and other social critics, the seminar will concentrate on the problem of the relation between sociology and social ethics. It aims at a sociological methodology which is ethically relevant.

Theodore M. Steeman, O.F.M.

Th 860 Macroeconomics and the Dialectic of History (S; 3)

Macroeconomics regards general economic phenomena: expansions, recessions, changes in the value of money, etc. Dialectic of history: authenticity and progress; unauthenticity and decline; repentance and recovery.

Bernard J. F. Lonergan, S.J.

Th 876 Studies in Theological Development (F; 3)

First, a detailed study of the dialectic that moved Christian thought from its early Palestinian expressions to the definition of Nicea. Secondly, contemporary pressures for change from Psychology, Philosophy, History; a distinction between religious and theological issues; a clarification of the term, Person.

Offered Fall, 1980-1981

Bernard J. F. Lonergan, S.J.

Th 899 Readings and Research, Graduate (F, S; 3,3)

The Department

Th 953 Seminar: The Rhetoric of Christology (F; 3)

After a brief re-reading of D. M. Baillie's synthetic work *God Was in Christ*, this seminar will concentrate on the instructor's *Christ Proclaimed—Christology as Rhetoric*, which consistently views christology as a process in which vital human concerns are incorporated into the Christian act of faith. This part of the seminar will include a discussion of a number of authors (Tillich, Schoonenberg, Bonhoeffer, Pannenberg, and Schleiermacher); it is also meant as a practical exercise in systematic theology. The seminar will close with a close reading of a recent "alternative" christology, to be decided on by the membership (e.g., Sebastian Moore's *The Crucified Jesus is No Stronger*, Hans Frei's *The Identity of Jesus Christ*, Virginia Woolf's *The Waves* (the figure of Percival), or similar attempts).

Frons Jozef von Beeck, S.J.

THEOLOGY

Th 965 Method in Theology (F; 3)

Reading, summarizing, discussing Lonergan's book on theological method.
Bernard J. F. Lonergan, S.J.

Th 980 M.A. Methods Seminar (F; 3)

To prepare students to work in the various theological disciplines, this course will focus upon the theological method, themes, and unity of Karl Rahner, the "Church Father" of Roman Catholic theology in the 20th century. It will also discuss the methods and bibliographic sources in the various theological disciplines. Required for all M.A. students; open with departmental approval to select theology majors.
Horvey D. Egon, S.J.

Th 983-984 Advanced Graduate Colloquium I, II (F, S; 3, 3)

This seminar is open only to students in the Joint Doctoral Program who have completed Th 990-991.
Ernest Fortin, A.A.

Th 990-991 Graduate Research Colloquium I, II (F, S; 3, 3)

Introduction for first year doctoral students into the fields, bibliographical resources, hermeneutics and general methods of the disciplines of Theology.
Robert J. Doly, S.J.

Th 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

The Department

Religious Education and Pastoral Ministry**Ed 538 Education for Social Justice (F; 3)**

This course will examine selected educational, theological, philosophical and political questions which clarify the use of general and religious education as vehicles of social justice. Areas of consideration include the Church's theological self understanding, selected issues in the history of Christian ethics, the ethical realism of Reinhold Niebuhr, the social teachings of the Catholic Church and transformational and rational approaches to pedagogy as these effect education for social justice.
Podroic O'Hore

Ed 539 Christian Praxis: Education for the Kingdom (F; 3)

This course addresses six foundational questions of religious education in the Christian tradition: what, why, where, how, when, and who. Expressed alternately: the nature, purpose, context, approaches, readiness, and constituency of Christian education are examined. A praxis approach, among others, it is demonstrated and discussed as one way of educating for the kingdom.

Rev. Thomas Groome

Ed 630 Religious Education and Contemporary Biblical Scholarship (S; 3)

An exploration of the role of the Bible in religious education with particular focus on the implications of historical-critical study. Course will include (1) the development, meaning, and significance of the historical-critical method; (2) its implications and limitations in religious education; and (3) possibilities for integrated program design.
Mory C. Boys, S.N.J.M.

Ed 635 The Education of Christians: Past, Present, Future (S; 3)

A historical investigation of contemporary issues in Christian education. Using a dialectical, historical method and beginning with the Didache (first century), twelve historical periods and how the Church educated in them are investigated for the insights they can lend to our present and future. Closely parallels the history of Christian theology and of general education.
Rev. Thomas Groome

Ed 730 Theological Foundations of Religious Education (S; 3)

This course is a reflection on the theological enterprise and its relationship to theories and practice of religious education. Special attention will be given to the impact of theological stance (existential, liberal, evangelical, revisionist), on religious education, and the role of theological pre-supposition in forming the educator's image of such central symbols of faith as God, Christ, Church, Faith and Sacrament. Process theology will be examined as an example of the mutual impact of theology and education.
Podroic O'Hore

Ed 735 Traditions of Religion and Education (F; 3)

A systematic inquiry into the relationship of religion and education that (1) examines the interdisciplinary nature of religious education; (2) develops appropriate teaching strategies, and (3) explores models of collaborative structures. Includes analysis of selected twentieth century theories; Coe, Elliott, Nelson, Lynn, Westerhoff, Jungmann, Hofinger, VanCaster, Babin, Sloyan-Moran, Lee as a means of attending to the fundamental question, "What is Religious Education?"
Mory C. Boys, S.N.J.M.

Ed 739 A Journey in Religious Education: The Writing of Gabriel Moran (S; 3)

A survey of two decades of writing on the foundations of religious education. Religious education as a field of study, a profession and a force for change in Christian churches. Special attention to language, theory, and method in the study of religion.
Gabriel Moran

Ed 839 Psychology of Adult Religious Development (F; 3)

Starting with an examination of the psychological development of the adult as delineated by Erikson, Levinson and Vaillant, the course will explore also the moral and faith development of adults from young adulthood to old age. From this examination it is hoped that there will emerge insights into the nature and goal of adult religious education.
Morgoret Gormon

Th 434 Theology and Psychology of Relationship (F; 3)

A study of relationship including both its internal dynamics and developmental influences. Course design will integrate the developmental theories of psychology with a Biblical perspective in establishing a conceptual framework for understanding the individual's relationship to God, self and others.
Cloire Lowery

Th 532 The Art of Pastoral Counseling (S; 3)

This course will examine the nature and fundamental attitudes of the pastoral counseling role. It will explore the history and development of the pastoral counseling profession, theories of personality development, counseling skills and attitudes. Other topics such as crisis intervention, referral, community resources and other related problems will also be discussed.
Cloire Lowery

Th 605 Integrative Colloquium in Pastoral Ministry (F; S; 2)

The colloquium attempts to foster an integration of theology with ministerial experience and to enable students to develop a personal, organic view of their ministry. A case study method is used to examine contemporary church issues of common interest to the group from the perspective of pastoral experience and theological developments. Occasionally faculty members of the Institute and the Theology Department will participate in discussions drawing upon their own fields of special expertise. This program is required of all pastoral ministry degree candidates.
Cloire Lowery

Ma 810 Financial Management of Parishes and Agencies (F; 3)

The course in financial management develops skills for the administration of the financial resources of parishes and agencies. Participants are exposed to a working awareness of the available systems and records to provide direct cost and full cost reports, and budgetary planning for mission support. Other areas covered include the management of cash and restricted funds, borrowing and refunding, and employee benefit programs. Discussion issues include financial analyses and corporate responsibilities in society. Pertinent current tax laws with their attendant regulations are considered.
Poul Devlin

Mb 810 Management of Religious Institutions (S; 3)

This course is concerned with the management of voluntary service organizations, particularly religious institutions. The course focuses on the similarities and differences between these organizations and profit making institutions. Issues to be covered include: a systems approach to management, career steps of congregation leaders, power and authority, team building and participative management, organizational climate and environment, models for coping with uncertainty, and long range planning. The intent of the course is to increase the managerial skills of clergy and lay persons who already have theological training.
Jeon Bortunek

Directed Research, Special Projects, Field Education**Th 538 Directed Research in Pastoral Ministry**

Directed research courses provide students the opportunity to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only persons studying for a degree may take directed research.

Cloire Lowery

Ed 330 Field Education and Supervised Practicum in Religious Education**Th 530 Field Education and Supervised Practicum in Pastoral Ministry**

This program provides the student with supervised experience in his/her area of ministerial specialization: Social Ministry, Pastoral Counseling, Church Administration, Liturgy, or Religious Education. The practicum provides an opportunity to integrate both theory and practice as related to individual field experiences. Supervised consultation and process analysis will be used to critique performance and develop personal skills and individual styles of ministry.

*Cloire Lowery
Podraic O'Hore*

Th 702 Directed Research in Religious Education**Ed 830 Directed Research in Religious Education****Ed 334 Special Projects in Religious Education**

Directed research courses (for predominantly reflective concerns) and special project courses (for predominantly ministerial activities) provide students the opportunity to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty ad-

visor. Only persons studying for the degree or certificate may take directed research and special projects.

Weekend Course Series**Th 635 Life, Liturgy and Learning**

An anthropological introduction to rites of community, life crisis and initiation with implications for liturgics and catechetics. This course will meet on the following Fridays and Saturdays: September 7-8; October 19-20; and November 2-3.

John Westerhoff

Th 711 Christian Ministry and Social Justice

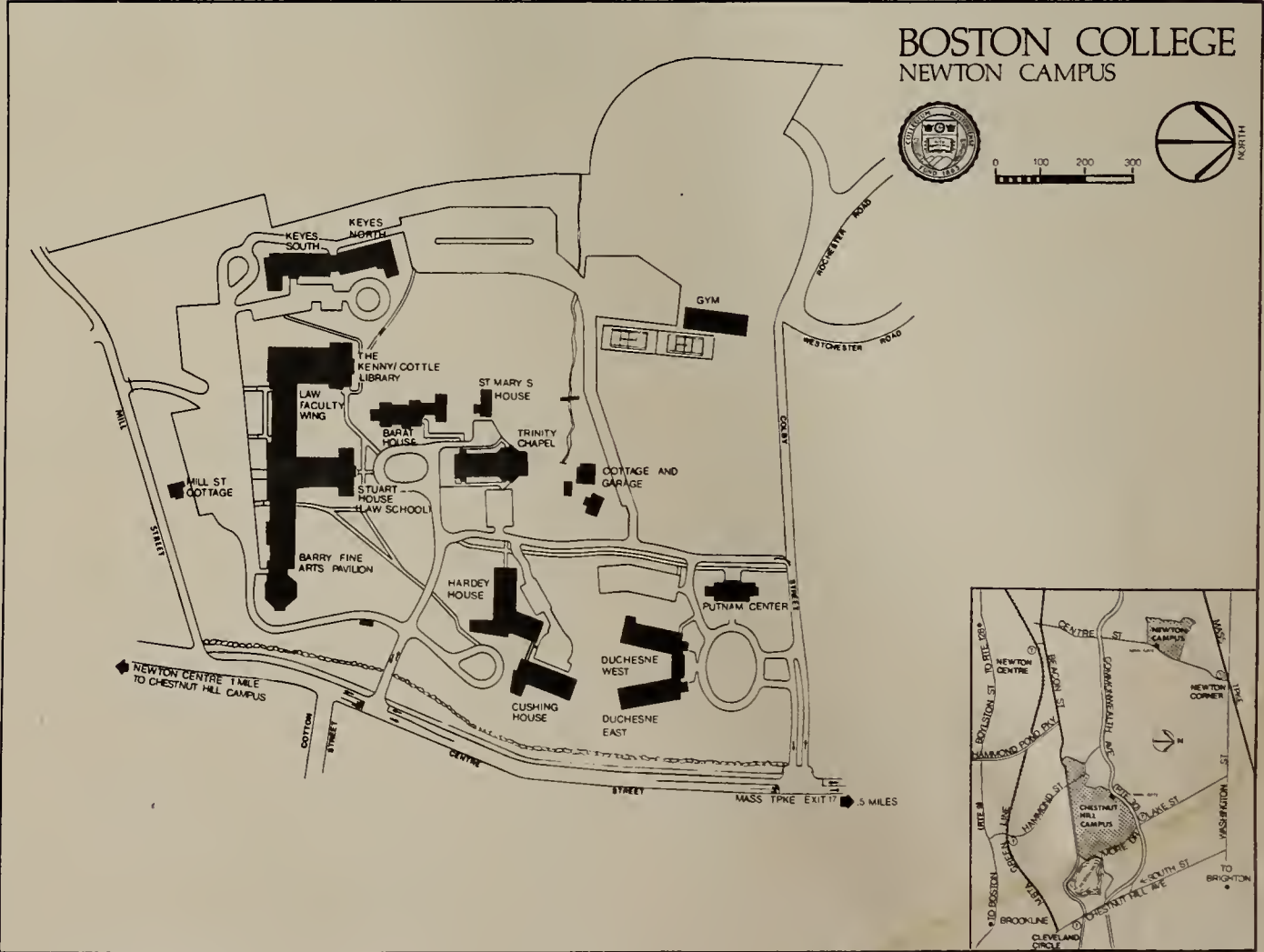
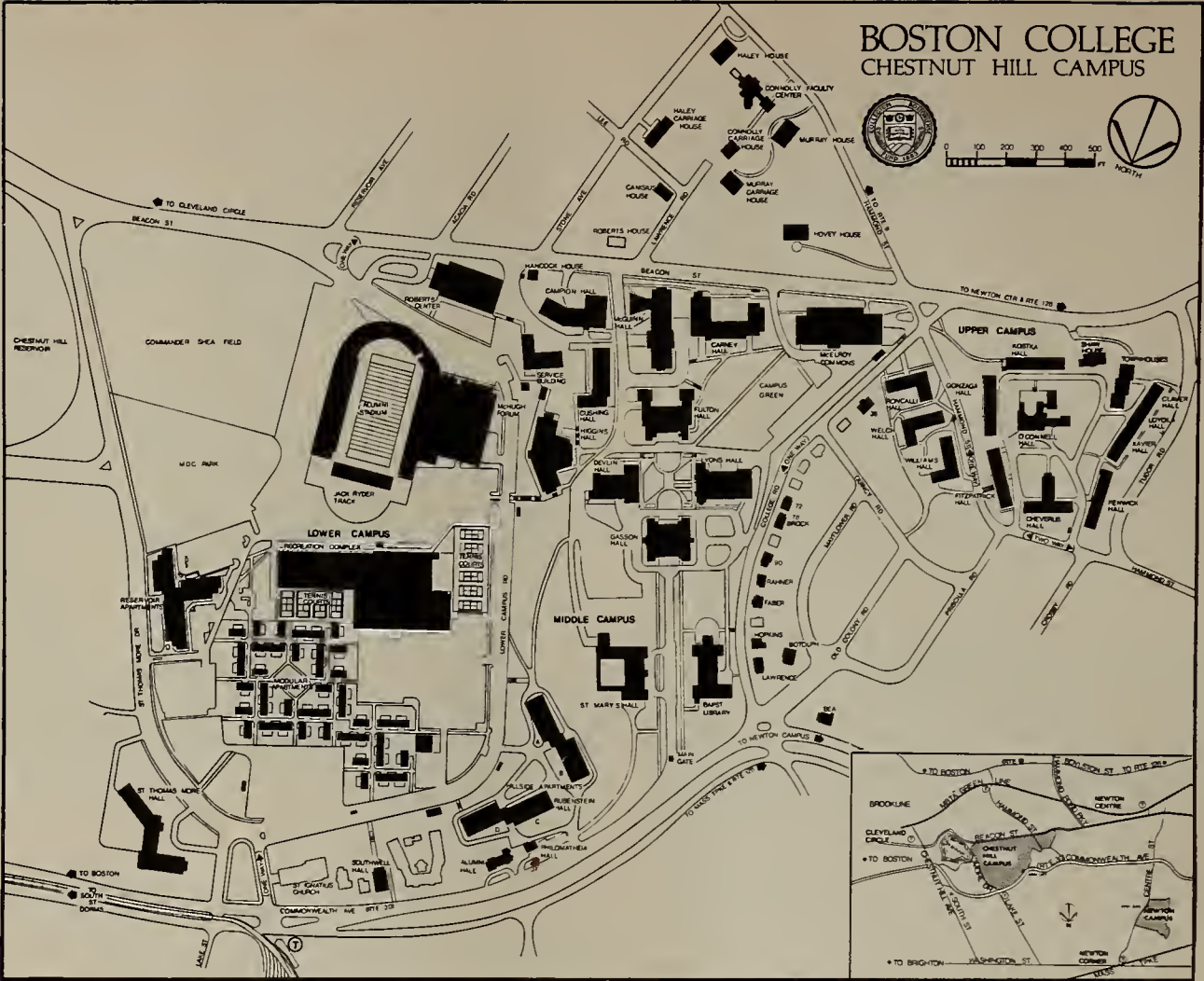
Central to the evolving model of ministry in today's Church must be the work of justice. This course will explore the content and context of a ministry which promotes the social dimension of the Kingdom and probes its ecclesial implications. Various models of social analysis relevant to effective ministry will be examined as well as the spirituality necessary for effective support. This course will meet on the following Fridays and Saturdays: February 15-16; March 21-22; and April 18-19.

Peter Henriot

Seminar: Methods in Theological and Pastoral Research

An exploration of the fundamental methods, structures of thought and bibliographic resources in the classic categories of theological scholarship. Required of all full-time degree candidates in Religious Education and Pastoral Ministry; opened to M.A. students in Theology. Times: Fall, five (5) sessions during September, October and early November; Friday afternoon, 2-4 p.m. Fees: \$25/non-credit workshop.

Richard P. McBrien



Directory and Office Locations

Accounting Department			
Frederick Zappala, <i>Chairmon</i>	Fulton	100	
Administrative Sciences Department			
Walter Klein, <i>Chairmon</i>	Fulton	301C	
Admissions			
Undergraduate: James Scannell, <i>Director</i>	Lyons	120	
Graduate: Department Chairpersons			
Arts and Sciences			
Thomas O'Malley, S.J., <i>Dean</i>	Gasson	103	
John Harrison, <i>Associate Deon</i>	Gasson	109	
Marie McHugh, <i>Assistont Dean</i>	Gasson	109	
Henry McMahon, <i>Associate Deon</i>	Gasson	109	
Biology Department			
Donald Plocke, S.J., <i>Chairman</i>	Higgins	321	
Center for East Europe, Russia and Asia			
Thomas J. Blakeley, <i>Director</i>	Carney	201A	
Chemistry Department			
Jeong-Long Lin, <i>Choirmon</i>	Devlin	218A	
Classical Studies Department			
David Gill, S.J., <i>Choirmon</i>	Carney	124	
Computer Sciences Department			
Peter Olivieri, <i>Choirmon</i>	Fulton	406	
Counselor Education and Counseling			
Psychology Program			
Francis Kelly, <i>Director</i>	McGuinn	314	
Early Childhood, Beth Casey	Campion	200C	
Counselors			
Sandra Crump	Gasson	108	
John Hennessey	Gasson	108	
Weston Jenks	Gasson	108	
Christine Merkle	Fulton	201	
Anne Pulsifer	Cushing	103	
Barry Reister	Fulton	205	
David Smith	Gasson	108	
Wendy Sobel	Campion	301	
Eugene Taylor	Campion	301	
Curriculum and Instruction Program			
Lillian Buckley, <i>Director</i>	Campion	202	
Coordinators:			
Elementary, Lillian Buckley	Campion	202	
Media Specialist, Fred Pula	Campion	10	
Reading Specialist, John Savage	Campion	312	
Science Education, George Ladd	Campion	219	
Secondary Education, Raymond Martin	Campion	303	
Dean of Admissions, Records and Financial Aid			
John Maguire, <i>Dean</i>	Lyons	106	
Economics Department			
Richard W. Tresch, <i>Choirmon</i>	Carney	132	
Education			
Mary Griffin, <i>Acting Dean</i>	Campion	103	
Edward Smith, <i>Associate Deon</i>	Campion	104A	
Melissa Horton, <i>Assistont to the Deon (Groduote)</i>	Campion	103	
Educational Administration and Supervision			
Program			
William Griffin, <i>Director</i>	McGuinn	604	
Educational Psychology Program			
John Dacey, <i>Director</i>	Campion	213	
Educational Research, Measurement and			
Evaluation Program			
John Walsh, <i>Director</i>	Campion	311	
English Department			
Robert Reiter, <i>Chairman</i>	Carney	450	
Evening College			
James Woods, S.J., <i>Deon</i>	Fulton	317	
Finance Department			
Walter Greaney, <i>Choirmon</i>	Fulton	310	
Financial Aid			
Stephen Collins, <i>Director</i>	Lyons	210	
Fine Arts Department			
Marianne W. Martin, <i>Chairwomon</i>	Barry	216	
General Management Program			
John Lewis, <i>Director</i>	Fulton	219	
Geology and Geophysics Department			
George Brown, <i>Chairmon</i>	Devlin	203	
Germanic Studies Department			
Christopher Eykman, <i>Chairman</i>	Carney	325	
Graduate Arts and Sciences			
Donald White, <i>Deon</i>	McGuinn	221A	
George Fuir, S.J., <i>Associate Deon</i>	McGuinn	221C	
Higher Education Program			
Michael Anello, <i>Director</i>	Campion	214	
History Department			
Andrew Buni, <i>Chairman</i>	Carney	116	
History and Philosophy of Education Program			
Edward Power, <i>Director</i>	Campion	313	
Honors Programs			
Arts and Sciences: Albert Folkard	Gasson	111	
Education: Associate Dean Edward Smith	Campion	104A	
Management: Ronald Pawliczek	Fulton	100	
Housing			
Richard Collins, <i>Director</i>	Rubenstein		
Law School			
Richard Huber, <i>Dean</i>	Stuart	M309	
Law Department			
William Hickey, <i>Chairmon</i>	Fulton	403	
Library Reference Department			
Jan Boyce, <i>Chief Reference Librarian</i>	Bapst		
Management			
John Neuhauser, <i>Dean</i>	Fulton	405	
Justin Cronin, <i>Undergraduate Associate Deon</i>	Fulton	314	
Marketing Department			
Michael P. Peters, <i>Chairmon</i>	Fulton	303	
Mathematics Department			
Rose R. Carroll, <i>Choirwomon</i>	Carney	317	
Music Program			
Olga Stone, <i>Director</i>	St. Mary's House, Newton		
Nursing			
Mary Dineen, <i>Deon</i>	Cushing	203	
Laurel Eisenhauer, <i>Undergroduate Choirwomon</i>	Cushing	218	
Ann Burgess, <i>Groduote Choirwomon</i>	Cushing	220	
Organization Studies Program			
Edgar Huse, <i>Director</i>	Fulton	216	
Philosophy Department			
Joseph Flanagan, S.J., <i>Chairman</i>	Carney	272	
Physics Department			
Robert Carovillano, <i>Chairman</i>	Higgins	355	
Political Science Department			
David Manwaring, <i>Chairman</i>	McGuinn	200	
Programs for Women			
Margaret Dever, <i>Director</i>	St. Mary's House, Newton		
Psychology Department			
Peter Gray, <i>Choirmon</i>	McGuinn	349	
Religious Education Program			
Richard McBrien, <i>Director</i>	Lyons	215	
Romance Languages and Literature Department			
Betty Rahv, <i>Chairwoman</i>	Carney	333	
Slavic and Eastern Languages Department			
Michael Connolly, <i>Choirmon</i>	Carney	236	
Social Work Graduate School			
June Hopps, <i>Dean</i>	McGuinn	132	
Sociology Department			
Lynda Holmstrom, <i>Choirwoman</i>	McGuinn	416	
Special Education and Rehabilitation Program			
John Eichorn, <i>Director</i>	McGuinn	B14	
Deaf/Blind Program, Sherril Butterfield			
Visual Handicapped, Wilma Hull			
Speech Communication and Theatre Department			
John Lawton, <i>Choirmon</i>	McGuinn	501	
Student Accounts and Loans			
Michael Driscoll, <i>Director</i>	More	302	
Frank Hartin, <i>Credit Administrotor</i>	More	302	
Joyce King, <i>Loon Supervisor</i>	More	302	
Patricia Palleschi, <i>Acct. Supervisor</i>	More	302	

Summer Session
George Fuir, S.J., *Dean*
Theology Department
Robert Daly, S.J., *Chairman*

McGuinn 221C

Carney 418

University Registrar
William Griffith, *Registrar*
Elizabeth Strain, *Service Coordinator*
University Chaplain
David Gill, S.J.

Lyons 101

Lyons 101

McElroy 215

Academic Calendar 1979-80

FIRST SEMESTER

August	31	Friday	Evening College students register.
	to		
September	5	Wednesday	
September	2	Sunday	Orientation program for freshmen and transfer students begins.
September	4	Tuesday	Registration for undergraduate transfers, readmits, and failure-to-register in April students.
			Last date for those registered to withdraw or obtain a leave of absence with full tuition credit.
September	5	Wednesday	Classes begin for undergraduates, graduates, and School of Social Work.
			Beginning of one and one-half week period for undergraduate change of courses.
September	7	Friday	Faculty Convocation.
September	12-14	Wednesday-Friday	Confirmation of first semester registration for all day undergraduates and law students.
			School of Social Work students register for first semester.
September	17-18	Monday-Tuesday	Registration for graduate students in the School of Management and in the Graduate School of Arts and Sciences.
September	28	Friday	No late registration or confirmation of registration after this date.
October	8	Monday	Columbus Day — no classes.
October	22	Monday	Last date for C.A.E.S. and Master's degree candidates in the Graduate School of Arts and Sciences to file application in their department for December comprehensive examinations.
October	29	Monday	Second Semester registration material available.
November	12	Monday	Veteran's Day — no classes.
November	14	Wednesday	Undergraduate second semester registration materials should be returned to the University Registrar's Office.
November	21	Wednesday	Thanksgiving holidays begin at noon.
November	26	Monday	Classes resume.
			All candidates for C.A.E.S., M.A., M.S., M.A.T., M.S.T., M.Ed., or Ph.D. degrees who plan to graduate in January must file in the University's Registrar's Office.
			Final date for official withdrawal from a course.
December	11-12	Tuesday-Wednesday	Study Days — No undergraduate classes.
December	12	Wednesday	Last date for C.A.E.S. and Master's degree candidates in the Graduate School of Arts and Sciences to file application in their department for the February comprehensive examinations.
December	13-19	Thursday-Wednesday	Examination period.
December	14	Friday	Last date for turning in signed and approved copies of Master's Theses and Doctoral Dissertations to the University Registrar's Office.
December	20	Thursday	Christmas vacation begins.

SECOND SEMESTER

January	7	Monday	Evening College students begin registration.
January	14	Monday	Second Semester classes begin for undergraduates and graduate students. Beginning of two week period for undergraduate change of courses.
January	15	Tuesday	Martin Luther King Day — no classes.
January	16	Wednesday	Classes begin for the School of Social Work.
January	23-25	Wednesday-Friday	Confirmation of second semester registration for all day undergraduates and law students. School of Social Work students register for second semester.
January	28-29	Monday-Tuesday	Registration for graduate students in the School of Management and in the Graduate School of Arts and Sciences.
February	18	Monday	Winter vacation begins.
February	25	Monday	Classes resume.
February	29	Friday	All candidates for C.A.E.S., M.A., M.S., M.A.T., M.S.T., M.Ed., or Ph.D. degrees who plan to graduate in May must file in the University Registrar's Office.
March	31	Monday	1980-81 Bulletin and Course Schedule Booklets available from the University Registrar. Academic advisement throughout the university.
April	2	Wednesday	Easter vacation begins at the close of classes.
April	8	Tuesday	Classes resume. Final date for official withdrawal from a course.
April	18	Friday	Last day for turning in signed and approved copies of Master's Theses and Doctoral Dissertations to the University Registrar's office.
April	21	Monday	Patriot's Day — no classes.
April	22	Tuesday	Undergraduate fall registration materials should be returned to the University Registrar's Office.
April	29-30	Tuesday-Wednesday	Study days — No undergraduate classes.
May	1-7	Thursday-Wednesday	Examination period.
May	18	Sunday	Baccalaureate ceremony.
May	19	Monday	Commencement.

